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ABSTRACT

This report by New York City's Division of High Schools contains policy statements relevant to the high schools. The following topics are dealt with: school administration, instruction, students, guidance, special programs, parents, personnel management, management by objectives, budget and school management, and plant management. (CMG)

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# DIVISION OF HIGH SCHOOLS

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# POLICY STATEMENTS

## 1983-1984 EDITION

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**NEW YORK CITY BOARD OF EDUCATION**

## POLICY STATEMENTS

**Policy Statements** is updated and published annually for New York City high school administrative personnel by Arthur Auerbach, Deputy Executive Director for Operations, Division of High Schools, New York City Board of Education, 110 Livingston Street, Brooklyn, New York, 11201.

**New York City**
**Board of Education**

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Anthony J. Alvarado
Chancellor of Schools

Nathan Quinones
Executive Director
Division of High Schools
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September 1, 1983

Dear Colleagues:

Policy Statements of the Division of High Schools was conceived by Mr. Arthur Auerbach, Deputy Executive Director for Operations, to give staff ready reference to established procedures developed by the Division of High Schools since July, 1978. The policies described herein are not exhaustive. Schools should also be guided by the policies and procedures contained in the Chancellor's Regulations and in Standard Operating Procedures for Schools. It should also be understood that rules and regulations are circumscribed by the State Education Law, the Bylaws of the Board of Education of the City of New York, and that these are up-dated by the fulfilling of current contractual agreements.

We hope this guidebook will prove helpful to all who use it.

Cordially,

Nathan Quinones
NATHAN QUINONES
Executive Director

NEW YORK CITY PUBLIC SCHOOLS

DIVISION OF HIGH SCHOOLS

# POLICY STATEMENTS

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# 1 SCHOOL ADMINISTRATION

## 1.1 MAXIMIZING INSTRUCTIONAL TIME

(HS MEMO #73, DATED MARCH 15, 1979)
(HS MEMO #75, DATED MARCH 18, 1981)

EVERY EFFORT MUST BE MADE TO MAXIMIZE THE EDUCATION OF THE CHILDREN OF THIS CITY. WE FULFILL THIS COMMITMENT BY MAKING OUR SCHOOLS INVITING, STIMULATING, CHALLENGING, AND BY USING EFFECTIVELY, THROUGHOUT THE SCHOOL YEAR, OUR LIMITED TIME. TOWARDS THESE ENDS, PLEASE BE GUIDED BY THE FOLLOWING POLICIES.

- GETTING UNDERWAY

THE FIRST DAY OF SCHOOL SHOULD INCLUDE AN EXTENDED HOMEROOM AND, IF POSSIBLE, SHORTENED SUBJECT CLASSES. ALTERNATE MODES OF INSTRUCTION FOR THIS DAY SHOULD BE CONSIDERED, E.G., ORIENTATION ASSEMBLIES FOR ENTERING PUPILS.

FOR THE SECOND DAY SCHOOLS MUST RUN A FULL INSTRUCTIONAL PROGRAM. WHERE THERE IS NEED, HOMEROOMS MAY BE EXTENDED AND SUBJECT CLASS PERIODS CURTAILED.

- DURING THE TERM

EARLY DISMISSAL

EXCEPT FOR EMERGENCIES APPROVED BY THE BOROUGH SUPERINTENDENT, SCHOOL DAYS MAY NOT BE ABBREVIATED BY EARLY DISMISSALS.

ATTENDANCE AND LATENESS

EVERY EFFORT SHOULD BE MADE TO ENCOURAGE REGULAR AND PROMPT ATTENDANCE BY PUPILS AND TO DISCOURAGE ABSENCE AND LATENESS. TO DENY STUDENTS ACCESS TO CLASS DENIES THEM INSTRUCTIONAL TIME. ACCORDINGLY, THERE SHOULD BE NO STAGING AREAS (LOCKOUT) FOR LATECOMERS.

- END OF TERM

END OF TERM CLASS TESTS

TO ENSURE STUDENT INTEREST AND MAINTAIN SCHOOL TONE, END TERM CLASS TESTS SHOULD BE ADMINISTERED AS CLOSELY AS POSSIBLE TO REGENTS AND CITYWIDE TESTS. FOR CLASSES THAT DO NOT CULMINATE IN A REGENTS OR CITYWIDE TEST, THE LAST DAY BEFORE REGENTS SHOULD BE RESERVED FOR RETURNING FINAL TESTS AND FOR RETEACHING. DEPARTMENTS SHOULD BE ASSIGNED SPECIFIC TESTING DAYS TO AVOID "OVERTESTING" STUDENTS ON ANY ONE DAY. EXCEPT

FOR ENGLISH AND SOCIAL STUDIES CLASSES, WHERE A SECOND PERIOD SHOULD BE USED FOR ESSAYS, ONLY ONE PERIOD SHOULD BE ASSIGNED FOR TESTING.

REGENTS/CITYWIDE EXAMINATIONS AND INSTRUCTION DAYS

SCHOOLS THAT DO NOT ADMINISTER REGENTS/CITYWIDE EXAMINATIONS ON ANY GIVEN REGENTS/CITYWIDE EXAMINATION DAY ARE EXPECTED TO CONDUCT INSTRUCTION ON THAT DAY. FOR ALL OTHER SCHOOLS, FULL INSTRUCTION MUST CONTINUE UNTIL THE FIRST DAY OF REGENTS/CITYWIDE EXAMINATIONS.

REORGANIZATION DAYS

REORGANIZATION DAYS (I.E., DAYS WHEN STUDENT ATTENDANCE IS NOT REQUIRED AT THE END OF THE TERM) ARE SET BY THE DIVISION AND NOT BY INDIVIDUAL SCHOOLS. AN END OF TERM CALENDAR WILL INDICATE THE REORGANIZATION DAYS FOR ALL HIGH SCHOOLS.

## 1.2 USE OF IN-SCHOOL TEACHER TIME

(HS MEMO #42 DATED DECEMBER 28, 1978)
(HS MEMO #47 DATED DECEMBER 19, 1980)

EVEN A SMALL IMPROVEMENT IN THE USE OF TEACHER-TIME WILL HAVE A FAVORABLE IMPACT ON SERVICES DELIVERED TO CHILDREN. ACCORDINGLY, HEADS OF SCHOOLS ARE REMINDED OF THEIR CONTINUING OBLIGATION TO UTILIZE DIFFERENTIATED STAFFING AND TO REVIEW CURRENT TEACHER ASSIGNMENT PRACTICES. IMPLEMENTATION OF THIS POLICY WILL MAXIMIZE THE USE OF INSTRUCTIONAL TEACHER TIME AND REDUCE THE LIKELIHOOD OF OVERSIZED CLASSES IN OUR SCHOOLS.

- HIGH SCHOOL DIVISION POLICY

EXCEPT FOR TEACHERS OF LIBRARY AND TEACHERS IN CERTAIN FUNDED PROGRAMS, EVERY TEACHER ON A SCHOOL STAFF MUST TEACH A MINIMUM OF TWO PERIODS DAILY. SPECIFIC EXCEPTIONS REQUIRE THE WRITTEN APPROVAL OF THE BOROUGH SUPERINTENDENT AND THE EXECUTIVE DIRECTOR.

MEANS OTHER THAN THE GRANTING OF COMPENSATORY TIME ALLOWANCES SHOULD BE USED TO MEET SCHOOL NEEDS SUCH AS MIMEOGRAPHING, INVENTORYING SUPPLIES AND BOOKS, ISSUING TRANSPORTATION PASSES, COORDINATING BUILDING PATROL AND PROMOTING PUBLIC RELATIONS.

TEACHERS ARE EXPECTED TO UTILIZE PROFESSIONAL PERIODS FOR PROFESSIONAL ACTIVITIES SUCH AS TEACHER TRAINING AND DEVELOPMENT OF NEW COURSES AND CURRICULA, ETC.

- FURTHER EFFORTS TO REDUCE COMPENSATORY TIME

  IN THE INTEREST OF PROVIDING THE MAXIMUM AMOUNT OF INSTRUCTIONAL TIME TO STUDENTS, SCHOOLS ARE ENCOURAGED TO BREAK UP PEDAGOGICALLY RELATED ASSIGNMENTS AND SCHEDULE THEM TO SEVERAL TEACHERS AS BUILDING OR ADMINISTRATIVE ASSIGNMENTS. THIS MIGHT BE POSSIBLE IN ASSIGNMENTS SUCH AS SCHOLARSHIP ADVISOR, EXAMINATION COORDINATOR OR IN ASSIGNMENTS DEALING WITH SCHOOL SECURITY, HEALTH RECORDS, ETC.

- THE FORM TEACHER TIME ALLOWANCES IN LIEU OF INSTRUCTION REQUIRES THAT SCHOOLS LIST THE NAME, DEPARTMENT, AND NATURE OF EACH COMPENSATORY TIME ASSIGNMENT TO BE GRANTED TO TEACHERS. THE BOROUGH SUPERINTENDENT WILL REVIEW AND INDICATE APPROVAL FOR ASSIGNMENTS IN LIEU OF INSTRUCTION.

## 1.3 PROCEDURES FOR EMERGENCY CLOSING OF A HIGH SCHOOL

(HIGH SCHOOL MEMO #40, DATED DECEMBER 17, 1981)

IN THE EVENT OF A SITUATION WHICH MAY NECESSITATE THE CLOSING OF A HIGH SCHOOL, PLEASE BE GUIDED AS FOLLOWS:

- THE PRINCIPAL MUST APPRISE THE BOROUGH SUPERINTENDENT OF THE SITUATION AND SECURE PERMISSION TO DISMISS STUDENTS.
- IF TIME ALLOWS, THE BOROUGH SUPERINTENDENT WILL REPORT THE SITUATION TO THE OFFICE OF THE EXECUTIVE DIRECTOR TO SECURE APPROVAL FOR AN EMERGENCY CLOSING.
- IF THE CLOSING TAKES PLACE EARLY ENOUGH IN THE SCHOOL DAY, STAFF WILL BE SENT TO NEIGHBORING HIGH SCHOOLS TO COMPLETE THEIR SCHOOL DAY.
- SOME CIRCUMSTANCES MAY DICTATE THAT IT WOULD BE UNSAFE FOR STUDENTS TO REMAIN IN THE SCHOOL BUILDING, BUT IT MIGHT BE POSSIBLE FOR STAFF TO REMAIN. IN THAT CASE, IT WOULD BE EXPECTED THAT THE STAFF REMAIN IN THE SCHOOL TO COMPLETE THEIR TIME SCHEDULES.

## 1.4 STORMY DAY PROCEDURES

(HIGH SCHOOL MEMO #45, DATED JANUARY 4, 1983 - RE: HIGH SCHOOL MEMO #40, DATED DECEMBER 17, 1981 AND THE CHANCELLOR'S REGULATIONS INSTRUCTION VOLUME - UPDATE NO. 1, 1982-83, DATED DECEMBER 13, 1982.)

- DECISION TO OPEN OR CLOSE HIGH SCHOOLS

  PRIOR TO 6 A.M. DURING STORMY WEATHER, THE CHANCELLOR WILL MAKE THE CITY WIDE DECISION TO OPEN OR CLOSE SCHOOLS. WHERE CONDITIONS IN A PARTICULAR HIGH SCHOOL ARE SO SEVERE AS TO WARRANT A POSSIBLE DEVIATION FROM THE CHANCELLOR'S CITY WIDE DECISION, THE EXECUTIVE DIRECTOR, UPON RECEIPT OF INFORMATION FROM THE SUPERINTENDENT, WILL

10

- REQUEST THE CHANCELLOR'S AUTHORIZATION TO CLOSE THE SCHOOL. SCHOOL ARRIVAL AND DISMISSAL SCHEDULES MAY NOT BE CHANGED WITHOUT THE CHANCELLOR'S AUTHORIZATION.

- TRANSPORTATION ON STORM DAYS

  WHEN THE DECISION IS MADE TO CLOSE A PARTICULAR HIGH SCHOOL, THE OFFICE OF PUPIL TRANSPORTATION WILL ADVISE THE BUS COMPANIES SERVING THOSE STUDENTS. PRINCIPALS SHOULD INFORM PARENTS AT THE BEGINNING OF EACH SCHOOL YEAR THAT SCHOOL BUSES WILL RUN AS LONG AS SCHOOLS ARE KEPT OPEN.

## 1.5 CARE OF STUDENT RECORDS

(HIGH SCHOOL MEMO #68, DATED MARCH 6, 1979)

HIGH SCHOOL STUDENT RECORDS ARE FREQUENTLY REVIEWED BY OTHER SCHOOL DISTRICTS AND PARENTS WHO MAY BE UNFAMILIAR WITH THE CODES AND ABBREVIATIONS USED BY SOME OF OUR SCHOOLS. INTERPRETATION OF THESE RECORDS BECOMES EVEN MORE DIFFICULT WHEN RECORDS CONTAIN CROSSED OUT ENTRIES OR ARE GENERALLY ILLEGIBLE. THESE RECORDS REFLECT POORLY UPON OUR HIGH SCHOOLS. ACCORDINGLY, SCHOOLS ARE DIRECTED TO DO THE FOLLOWING:

- IDENTIFY ONE PERSON IN THE SCHOOL WHO IS RESPONSIBLE FOR CHECKING THAT STUDENT RECORDS ARE KEPT NEAT AND LEGIBLE.

- REWRITE OR CORRECT (USING PASTE-ONS) ANY RECORDS WHICH DO NOT MEET ACCEPTABLE STANDARDS.

- SEND A COURSE SHEET (LEGEND) TO ACCOMPANY ANY COPY OF A RECORD SENT TO AN AGENCY OR SCHOOL OUTSIDE NEW YORK CITY. THE PURPOSE OF THE COURSE SHEET IS TO ENABLE SCHOOL OFFICIALS TO INTERPRET THE RECORDS.

# 2 INSTRUCTION

## 2.1 SCHOOL LESSON PLANS

(HS MEMO #24, DATED OCTOBER 28, 1980)

THE STRENGTH AND WORTH OF OUR HIGH SCHOOLS REST ULTIMATELY WITH THE ABILITY OF CLASSROOM TEACHERS TO DELIVER EFFECTIVE INSTRUCTION TO STUDENTS. THIS POLICY WAS FORMULATED IN CONSULTATION WITH HIGH SCHOOL SUPERINTENDENTS AND A COMMITTEE OF HIGH SCHOOL PRINCIPALS, ASSISTANT PRINCIPALS AND REPRESENTATIVES OF THE UFT AND CSA. IT CLARIFIES THE POSITION OF THE DIVISION REGARDING THE PREPARATION OF LESSON PLANS.

- SCHOOL LESSON PLAN POLICY

EFFECTIVE TEACHING REQUIRES A CAREFULLY PLANNED LESSON. EACH TEACHER IS TO PREPARE A WRITTEN DAILY PLAN FOR EACH LESSON TAUGHT. THE PLAN IS TO BE EXPLICIT, REFLECTIVE OF THE COURSE OF STUDY, AND READILY AVAILABLE.

THERE ARE A NUMBER OF ASPECTS OF THE DAILY LESSON PLAN WHICH ARE TO BE PROVIDED FOR REGULARLY. THEY ARE BASIC AND NECESSARY FOR SUCCESSFUL TEACHING. ALTHOUGH THERE IS NO PRESCRIBED LESSON PLAN FOR ALL TYPES OF LESSONS IN ALL SUBJECT AREAS, THERE ARE INGREDIENTS THAT SHOULD BE FOUND IN ALL GOOD LESSON PLANNING.

THE MINIMUM ESSENTIALS OF LESSON PLANNING ARE THE FOLLOWING:

1. A WELL-DEFINED AIM
2. MOTIVATION
3. UNFOLDING OF THE LESSON (QUESTIONS/ACTIVITIES, ETC. AS APPLICABLE FOR PRESENTATION OF THE LESSON)
4. MATERIALS
5. APPLICATION/SUMMARY
6. HOMEWORK ASSIGNMENT

PERHAPS THE MOST IMPORTANT ELEMENT IN THE PLAN IS THE AIM, WHICH DEFINES THE EXPECTED OUTCOMES OF THE LESSON. THESE OUTCOMES ARE TO BE EXPRESSED AS CONCRETE PERFORMANCE OBJECTIVES FOR STUDENTS WHO WILL CONSEQUENTLY UNDERSTAND WHAT IS EXPECTED OF THEM IN VERY CLEAR FASHION.

PERFORMANCE OBJECTIVES SERVE AS THE FIRST PHASE OF THE DIVISION'S THRUST TO DEVELOP INSTRUCTIONAL OBJECTIVES.

## 2.2 SCHOOL HOMEWORK POLICY

(HS MEMO #32, DATED NOVEMBER 10, 1980)

THE ASSIGNMENT OF HOMEWORK REPRESENTS ONE OF THE PRIMARY LINKS OF COMMUNICATION BETWEEN THE SCHOOL AND THE PARENTS OF OUR STUDENTS. PARENTS EXPECT THEIR CHILDREN TO HAVE HOMEWORK ASSIGNED ON A DAILY BASIS. WELL-PREPARED HOMEWORK ASSIGNMENTS ARE AN INDISPENSABLE EXTENSION OF THE CLASSROOM LEARNING EXPERIENCE. THEY SHOULD BE ASSIGNED TO MEET THE NEEDS OF THE CLASS AND INDIVIDUAL PUPILS (BY SUPPLEMENTING HOMEWORK WITH DIFFERENTIATED ASSIGNMENTS). THEY HELP TO PREPARE STUDENTS FOR CLASS PARTICIPATION, TO REVIEW MATERIALS PREVIOUSLY LEARNED, AND TO REORGANIZE MATERIAL STUDIED SO THAT NEW INSIGHTS ARE DEVELOPED. HOMEWORK SHOULD TAKE MANY FORMS (I.E., LISTENING, WRITING, RESEARCH, INTERVIEWS).

### · POLICY

IN ORDER TO ENCOURAGE THE MOST BENEFICIAL USE OF HOMEWORK ASSIGNMENTS IN OUR SCHOOLS, IT IS THE RESPONSIBILITY OF EACH SCHOOL TO MAKE CERTAIN THAT A WRITTEN SCHOOLWIDE HOMEWORK POLICY IS CLEARLY ENUNCIATED TO STAFF, STUDENTS AND PARENTS.

### · GUIDELINES

SCHOOLS MAY WISH TO CONSIDER THE FOLLOWING GUIDELINES FOR INCLUSION IN THEIR INDIVIDUALIZED SCHOOL HOMEWORK PLAN.

#### PURPOSE OF HOMEWORK

REINFORCE, SUPPLEMENT AND EXTEND SCHOOL LEARNING
OFFER OPPORTUNITIES TO DEVELOP GOOD STUDY HABITS AND INDEPENDENT LEARNING SKILLS
DEVELOP A SENSE OF RESPONSIBILITY FOR SELF-IMPROVEMENT
SERVE AS A LINK BETWEEN HOME AND SCHOOL
AFFORD OPPORTUNITIES FOR EXPLORING RESOURCES OF THE HOME AND COMMUNITY
HELP PUPILS BECOME AWARE OF AREAS IN WHICH THEY NEED HELP
HELP STUDENTS "CATCH UP" WITH THE CLASS
OVERCOME A PARTICULAR DIFFICULTY OR REINFORCE SPECIFIC SKILLS
HELP PREPARE PUPILS FOR REGENTS OR CITYWIDE EXAMS

#### THE PUPIL'S ROLE

BE AWARE OF THE SCHOOL POLICY REGARDING HOMEWORK AND GIVE PARENTS A COPY OF SCHOOL REGULATIONS
DO THE WORK TO THE BEST OF THEIR ABILITY AND THROUGH THEIR OWN EFFORTS
MAKE UP ASSIGNMENTS MISSED BECAUSE OF ABSENCE

## THE PARENT'S ROLE

- BE AWARE OF SCHOOL POLICY REGARDING HOMEWORK
- SHOW AN INTEREST IN THE WORK THAT IS BEING DONE
- PROVIDE A SUITABLE PLACE FOR THE STUDENT TO STUDY
- CONFER WITH THE TEACHER WHEN SPECIAL HOMEWORK PROBLEMS ARISE

## THE PRINCIPAL'S ROLE

- ESTABLISH A SCHOOL HOMEWORK POLICY
- ENFORCE THE HOMEWORK POLICY

## THE ASSISTANT PRINCIPAL'S ROLE

- PROVIDE DIRECTION FOR TEACHERS IN PREPARING APPROPRIATE HOMEWORK ASSIGNMENTS CONSISTENT WITH THE GOALS OF THE LESSON
- REVIEW THE QUALITY, TYPE AND FREQUENCY OF HOMEWORK ASSIGNED
- PROVIDE IN-SERVICE TRAINING IN THE DEVELOPMENT OF PURPOSEFUL HOMEWORK
- ENSURE THAT TUTORIAL ASSISTANCE IS AVAILABLE FOR STUDENTS WHO NEED SUCH SERVICE

## THE TEACHER'S ROLE

- DISTRIBUTE HOMEWORK GOALS TO ALL STUDENTS AND PARENTS
- MOTIVATE HOMEWORK ASSIGNMENTS
- GIVE PURPOSEFUL ASSIGNMENTS
- NEVER ASSIGN HOMEWORK AS A PUNISHMENT
- DISCUSS HOMEWORK PROBLEMS WITH PARENTS
- CHECK, RECORD AND REVIEW ASSIGNMENTS REGULARLY
- USE HOMEWORK TO REINFORCE LEARNING
- PREPARE DIFFERENTIATED HOMEWORK ASSIGNMENTS WITHIN STUDENTS' ABILITY
- GIVE AN ASSIGNMENT THAT WILL BE COMMENSURATE WITH INSTRUCTIONAL GOALS
- RETURN HOMEWORK TO STUDENTS WITH MEANINGFUL EVALUATION AND/OR CORRECTION

## SUGGESTED KINDS OF HOMEWORK

- WRITING - OUTLINES, ANSWERS TO SPECIFIC QUESTIONS, TERM PAPERS, BOOK REPORTS, ETC.
- LISTENING AND VIEWING - T.V. AND RADIO PROGRAMS, MOTION PICTURES, ETC.
- READING - TEXTBOOKS, LIBRARY BOOKS, NEWSPAPERS, MAGAZINES, ENCYCLOPEDIAS
- MEMORIZING - POETRY, PROSE, CHORAL SPEAKING PARTS, DRAMATIZATIONS, ETC.
- OBSERVING AND REPORTING - FIELD TRIPS, PLAYS, EXHIBITS, ETC.
- RESEARCH - INTERVIEWING, READING SOURCE MATERIALS, PERFORMING EXPERIMENTS, ETC.

Figuring or Calculating -math problems, tables, graphs, maps, etc.
Drill and Practice - facts, spelling words, new vocabulary, math problems, etc.
Study Assignments - review and tests, fixing facts, etc.

## 2.3 UNIFORM EXAMINATION POLICY
(HS Memo #22, dated October 21, 1980)

In some schools, uniform examinations play an important role in the overall evaluation of students and are an integral part of the teaching-learning experience. These schools employ uniform examinations to determine student deficiencies, to assess student achievement, and to determine the level by which learning objectives have been achieved. In an attempt to be responsive to these practices, the Division of High Schools has set forth the following policy guidelines with respect to uniform examinations.

- Guidelines

Schools desiring to give uniform examinations may do so provided that the emphasis is on diagnosis and provided that they are given at midterm, NOT at the end of term.

The scheduling dates for uniform examinations at midterm should take into account the school calendar and should be negotiated by the principal and the area Superintendent. A maximum of three days each term will be allowed.

Uniform examinations must reflect the curriculum developed by the Division of Curriculum and Instruction or an approved course of study.

Schools are not mandated to give uniform examinations.

## 2.4 EFFECTIVE END OF TERM INSTRUCTION
(HS Memo #110, dated May 30, 1979)

It is important that the attention of our school staff be directed to making every effort to providing effective instruction on every day applicable during the school year. Accordingly, it is essential that the following guidelines be implemented.

- Guidelines

Appropriate classroom instruction must be planned and conducted through the day before the beginning of Regents examination periods.

While school trips which are part of the regular instructional program may continue to be conducted, events which are of a purely social nature should be conducted on non-instructional days (e.g., a reorganization day, Regents examination day, conference day). The area Superintendent is responsible for reviewing all trips and external experiences.

Students must be encouraged to attend school every day. Homework should be assigned over weekends so students are prepared for serious work.

Students should be reminded that grades can be changed if there is reduced class effort during the last days of the semester.

## 2.5 ESTABLISHING NEW COURSES
(HS Memo #1, dated September 1, 1982)

In an effort to assure high quality and standardization in the design of new courses, and to prevent duplication of work, the Division of High Schools in cooperation with the Division of Curriculum and Instruction and with the Office of Career and Occupational Education has established procedures for schools to follow in instituting new courses. Courses implemented after February, 1983 should be approved as described below. It is not necessary to use the procedure where a validated approved curriculum already exists.

Following is a form for schools entitled "APPLICATION FOR APPROVAL OF NEW COURSES." The principal should send this completed form to the appropriate superintendent, who will in turn forward approval to the Deputy Executive Director for Instruction. In order to enlist support for the project from the Division of Curriculum and Instruction or the Office of Occupational and Career Education, this form will then be forwarded to the Executive Director or Chief Administrator. Upon approval, the form will be returned to the school through the Deputy Executive Director with a copy to the superintendent.

If schools wish to receive assistance in designing the new course, please contact the appropriate subject director. Deadlines for submitting this application are May 1st for September electives and November 1st for February electives.

NEW YORK CITY BOARD OF EDUCATION

DIVISION OF HIGH SCHOOLS

## APPLICATION FOR APPROVAL OF NEW COURSE

1. NAME OF SCHOOL ______________________________ HIGH SCHOOL

2. TITLE OF COURSE ______________________ DEPARTMENT __________

CONTACT PERSON ______________________ TELEPHONE __________

3. COURSE OFFERED IN GRADE(S): ____9 ____10 ____11 ____12

4. PREREQUISITES, IF ANY ______________________________

______________________________________________

5. REASONS FOR OFFERING THE COURSE ______________________________

______________________________________________

6. COURSE WILL MEET ________ WEEKS FOR ________ PERIODS PER WEEK

7. DATE COURSE WILL BEGIN ____________________

NUMBER OF SECTIONS ANTICIPATED ____________________

EXPECTED ENROLLMENT IN EACH ____________________

8. PLEASE INDICATE OUTLINE, SCOPE AND SEQUENCE FOR THE COURSE:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

9. PLEASE LIST, AS PERFORMANCE OBJECTIVES, THE COMPETENCIES TO BE COVERED IN THE COURSE:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

10. PLEASE DESIGNATE TEXTS AND OTHER MATERIALS TO BE USED:

11. PLEASE DESCRIBE WHAT ADDITIONAL EXPERIENCES AND/OR ACTIVITIES WILL BE INCORPORATED INTO THE COURSE:

12. PLEASE INDICATE HOW THE STUDENTS WILL BE EVALUATED:

13. PLEASE INDICATE HOW THE COURSE WILL BE EVALUATED:

| | |
|---|---|
| PRINCIPAL | DATE FORWARDED TO H.S. SUPERINTENDENT |
| SUPERINTENDENT | DATE FORWARDED TO DEPUTY EXEC. DIR., INSTR. |
| DEPUTY EXECUTIVE DIRECTOR, INSTRUCTION DIVISION OF HIGH SCHOOLS | DATE |
| EXECUTIVE DIRECTOR, DIVISION OF CURRICULUM AND INSTRUCTION, OR CHIEF ADMINISTRATOR, OFFICE OF OCCUPATIONAL AND CAREER EDUCATION | DATE |

CC: EXECUTIVE DIRECTOR
DIVISION OF HIGH SCHOOLS

## 2.6 SCHOOL TRIPS
(H.S. MEMO #88, DATED APRIL 19, 1982)

THIS MEMORANDUM SUPERSEDES HIGH SCHOOL MEMORANDUM #33, OCTOBER 29, 1979, AND OUTLINES POLICY AND PROCEDURES FOR PERMISSIBLE SCHOOL SPONSORED TRIPS.

### PERMISSIBLE SCHOOL SPONSORED TRIPS

1. ONLY THOSE TRIPS APPROVED BY SUPERINTENDENT ARE PERMISSIBLE SCHOOL SPONSORED TRIPS.

   APPLICATIONS FOR SUPERINTENDENT'S APPROVAL FOR A PROPOSED TRIP MUST BE SUBMITTED AT LEAST TWO (2) WEEKS IN ADVANCE OF THE TRIP.

2. SCHOOLS MAY SPONSOR TRIPS DURING SCHOOL HOURS ONLY IF THE TRIP HAS AN EDUCATIONAL PURPOSE. THE APPLICATION FORM MUST STATE THE SPECIFIC PURPOSE. EXCEPTION: EACH SCHOOL MAY APPLY FOR ONE SOCIAL OR RECREATIONAL TRIP PER YEAR, ON SCHOOL TIME, FOR OCCASIONS SUCH AS A SCHOOL OUTING, SENIOR TRIP, OR FIELD DAY.

3. SCHOOLS MAY SPONSOR TRIPS AFTER SCHOOL HOURS OR ON WEEKENDS OR NON-SCHOOL DAYS. THE PURPOSE OF THE TRIP MUST BE STATED IN THE APPLICATION.

4. SUPERINTENDENT'S APPROVAL IS NOT REQUIRED FOR GRADUATION CEREMONIES, PROMS, AND TRIPS SPONSORED BY THE BOARD OF EDUCATION, I.E., CONFERENCES, WORKSHOPS, CONVENTIONS, SEMINARS, ETC. ANNOUNCED IN MEMORANDA FROM THE CHANCELLOR AND/OR HIGH SCHOOL DIVISION.

5. A CONSENT FORM MUST BE ON FILE FOR EACH STUDENT WHO WILL PARTICIPATE IN ANY SCHOOL SPONSORED TRIP.

6. A BLANKET CONSENT FORM SHOULD BE ON FILE FOR MEMBERS OF SCHOOL TEAMS AND CLUBS TO COVER STUDENT ATTENDANCE AT SCHEDULED GAMES AND EVENTS.

7. ANY CHARTER BUS COMPANY CAN BE USED PROVIDED IT CARRIES THE FOLLOWING INSURANCE: $5,000,000 PER ACCIDENT; $500,000 PER PERSON FOR BODILY DAMAGE; $50,000 PER PERSON FOR PROPERTY DAMAGE; AND $100,000 FOR PROPERTY DAMAGE INVOLVING TWO OR MORE PERSONS. AT LEAST THREE (3) BIDS MUST BE OBTAINED.

8. THE BOARD OF EDUCATION CAN SUPPLY PASSES FOR WEEKDAY GROUP TRIPS ON THE SUBWAY BETWEEN THE HOURS OF 9:00 A.M. AND 3:00 P.M.

# 3 STUDENTS

## 3.1 SUPERINTENDENT'S SUSPENSION PROCEDURES

HS MEMO #95, DATED APRIL 24, 1979)

THIS ESTABLISHES AND DEFINES THE PROCEDURAL STEPS INVOLVED IN THE REQUEST FOR AND IMPLEMENTATION OF A SUPERINTENDENT'S SUSPENSION.

- IN ALL INSTANCES, THE PRINCIPAL SHALL COMMUNICATE HIS REQUEST FOR A SUSPENSION DIRECTLY TO THE SUPERINTENDENT'S OFFICE. IN THE CASE OF A REQUEST FOR A SUSPENSION BASED ON A YOUNGSTER'S CUMULALATIVE RECORD OF MISBEHAVIOR, THE SAID RECORD SHALL BE FORWARDED TO THE SUPERINTENDENT'S OFFICE FOR REVIEW.

- THE SUPERINTENDENT'S OFFICE WILL THEN NOTIFY THE REVIEW OFFICER FOR THE DIVISION OF HIGH SCHOOLS THAT A SUSPENSION HAS BEEN GRANTED.

- THE REVIEW OFFICER WILL THEN CONTACT THE PRINCIPAL OR HIS/HER REPRESENTATIVE TO SECURE THE EXACT DETAILS OF THE INCIDENT(S), NAMES OF WITNESSES AND APPROPRIATE PERSONAL AND RELEVANT INFORMATION RELATING TO THE YOUNGSTER.

- THE REVIEW OFFICER WILL GIVE TO PRINCIPAL OR HIS/HER REPRESENTATIVE THE DATE, TIME AND PLACE OF THE SUSPENSION HEARING. NO STUDENT SHOULD BE TOLD THAT HE HAS BEEN SUSPENDED BY THE SUPERINTENDENT UNTIL THIS INFORMATION HAS BEEN GIVEN TO THE PRINCIPAL OR HIS/HER REPRESENTATIVE BY THE REVIEW OFFICER. THIS PROCEDURE MUST BE STRICTLY ADHERED TO BECAUSE OF THE LEGAL REQUIREMENT THAT THE HEARING BE SCHEDULED WITHIN FIVE (5) SCHOOL DAYS OF THE SUSPENSION.

- THE REVIEW OFFICER, IN THE NAME OF THE SUPERINTENDENT, WILL THEN PREPARE AND DISTRIBUTE THE MANDATED LETTERS OF SUSPENSION TO ALL PARTIES CONCERNED, DETAILING THE SPECIFIC REASONS FOR THE SUSPENSION, THE YOUNGSTER'S RIGHTS UNDER THE LAW AND THE DATE, TIME AND PLACE OF THE HEARING.

- ANY INQUIRIES CONCERNING THIS MEMORANDUM SHOULD BE DIRECTED TO THE CHIEF HEARING OFFICER FOR THE DIVISION OF HIGH SCHOOLS.

## 3.2 RELIEF FOR SUSPENDED STUDENTS WHO COMPLAIN (BOE vs BOARD OF EDUCATION

(H.S. Memo #63, dated February 10, 1983)

As a result of the stipulation in settlement of a class action suit brought in BOE vs Board of Education, eligible students who may have been suspended improperly were granted the opportunity to apply for certain kinds of relief.

Students who applied who are presently full-time students but lost credit because of their suspensions will receive a copy of the letter attached.

When they appear with a copy of the letter which follows, please assist them in obtaining the forms of relief itemized (nos. 1-5) and return the tear-off to the High School Division, 110 Livingston Street, Room 835, Brooklyn, New York, 11201. Also for your information, we are including a copy of the provisions of the stipulation which apply in this case.

### LETTER TO STUDENT

We recently sent you a letter which informed you that you may have been improperly suspended. You returned the forms and indicated that you would like to receive special consideration. This letter is to tell you what to do to get that special consideration.

You said that you were a full-time day student and wanted the chance to make up credits lost because of the suspension. Your file has been reviewed and you are eligible for one or more of the following:

1. A night or summer program
2. Remedial instruction at your school, peer tutoring and help in preparing for competency exams
3. Preference for courses that you may need to graduate on time
4. Flexibility in arranging your school schedule so that you will graduate on schedule (for example, you could take English 9 and English 10 at the same time)
5. You may not be required to make up one credit of physical education if the credit was lost during the term in which you were suspended and the physical education credit is all that you need for graduation.

To get this help, make an appointment as soon as you can to see your guidance counselor or your assistant principal. Bring a copy of this

LETTER WITH YOU. ALSO, KEEP ONE COPY FOR YOURSELF. TWO COPIES ARE ENCLOSED FOR THIS PURPOSE.

DO NOT WRITE BELOW THIS LINE

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(TO BE COMPLETED BY THE BOARD OF EDUCATION)

TEAR-OFF TO BE MAILED BY BOARD OF EDUCATION OFFICIAL GRANTING/DENYING RELIEF TO: HIGH SCHOOL DIVISION, 110 LIVINGSTON STREET, ROOM 835, BROOKLYN, NEW YORK 11201

NAME OF STUDENT ______________________ DATE OF BIRTH ____________

ADDRESS ________________________________________________

SCHOOL FROM WHICH SUSPENDED ______________________________

DATE OF SUSPENSION _________ SCHOOL PRESENTLY ATTENDING ____________

PLEASE INDICATE SPECIFIC RELIEF GRANTED ______________________

________________________________________________

PLEASE INDICATE SPECIFIC RELIEF GRANTED ______________________

________________________________________________

RELIEF DENIED ________________________________________

DATE ___________

________________________________________

SIGNATURE OF ASSISTANT PRINCIPAL, PUPIL
PERSONNEL SERVICES

________________________________________

SIGNATURE OF PRINCIPAL

# PROVISION OF STIPULATION OF SETTLEMENT
# BOE VS. BOARD OF EDUCATION

ELIGIBLE CLASS MEMBERS WHO SUFFERED LOSS OF CREDITS IN THE SEMESTER OF THEIR SUSPENSION SHALL BE GIVEN EVERY FEASIBLE OPPORTUNITY TO MAKE UP THE LOST CREDITS AND TO GRADUATE ON SCHEDULE.

SUCH A STUDENT SHALL:

A) BE GIVEN ACCESS TO RELEVANT NIGHT OR SUMMER SCHOOL PROGRAMS, CURRENT ELIGIBILITY RULES NOTWITHSTANDING.

B) BE PROVIDED WITH NECESSARY REMEDIAL HELP, IF AVAILABLE INCLUDING REMEDIAL CLASSES AT THEIR SCHOOL AND PEER TUTORING PREPARATION FOR COMPETENCY EXAMS;

C) BE GIVEN PREFERENCE IN ADMISSION TO COURSES NEEDED FOR TIMELY GRADUATION. STUDENTS SHALL BE ALLOWED FLEXIBILITY IN SCHEDULING THEIR PROGRAMS, INCLUDING ENROLLMENT IN THE SAME SUBJECT;

D) NOT BE REQUIRED TO MAKE UP ONE CREDIT OF PHYSICAL EDUCATION, LOST DURING THE SEMESTER OF THE SUSPENSION, IF THIS IS THE ONLY CREDIT WHICH THE STUDENT IS LACKING TOWARD GRADUATION.

## 3.3 STUDENT BEHAVIOR

- STUDENT DEMONSTRATIONS AND BEHAVIOR
  (H.S. MEMO # 21, DATED OCTOBER 3, 1979 -- THIS STATEMENT WAS WRITTEN TO ADDRESS THE STUDENT DEMONSTRATIONS FOR AN EXPANDED SPORTS PROGRAM)

SCHOOLS HAVE A CONTINUED OBLIGATION TO PROVIDE A FULL INSTRUCTIONAL DAY AND TO CREATE A SECURE ENVIRONMENT WHERE EFFECTIVE LEARNING TAKES PLACE. IN THIS REGARD, ADMINISTRATORS, TEACHERS AND STUDENTS ARE EXPECTED TO FULFILL THEIR RESPECTIVE RESPONSIBILITIES.

### ADMINISTRATORS

PRINCIPALS ARE TO PLAN APPROPRIATE SECURITY MEASURES WHICH WILL COPE WITH POSSIBLE STUDENT WALKOUTS. AREA SUPERINTENDENTS SHOULD BE KEPT INFORMED WITH UP-TO-DATE INFORMATION REGARDING STAFF AND STUDENT ATTENDANCE AS WELL AS ANY UNTOWARD INCIDENTS. THE ATTENDANCE OFFICE SHOULD ENSURE THAT POSTCARDS ARE SENT OUT FOR STUDENTS WHO ARE ABSENT OR CUTTING.

### STAFF

TEACHERS SHOULD NOT IN ANY WAY ENCOURAGE OR SUPPORT STUDENTS WHO LEAVE SCHOOL TO DEMONSTRATE. TEACHERS SHOULD CAREFULLY CHECK ATTENDANCE IN BOTH THE HOMEROOM AND SUBJECT CLASSES. STUDENTS WHO WALK OUT SHOULD NOT BE GIVEN AN OPPORTUNITY TO MAKE UP EXAMINATIONS. STUDENTS WHO ARE ABSENT WITHOUT EXCUSE SHOULD BE GIVEN A FAILING GRADE FOR ANY MISSED WORK.

### STUDENTS

STUDENTS ARE TO BE INFORMED OF THE NECESSITY OF MAINTAINING GOOD ATTENDANCE AND OF THE CONSEQUENCES OF UNEXCUSED ABSENCES AND CUTTING. STUDENTS ARE EXPECTED TO REMAIN IN SCHOOL FOR A FULL DAY OF INSTRUCTION AND ARE TO BE HELD ACCOUNTABLE FOR THEIR BEHAVIOR AND ACTIONS. STUDENTS ARE EXPECTED TO TO FULFILL ALL DAILY COURSE REQUIREMENTS INCLUDING HOMEWORK, CLASS PARTICIPATION AND EXAMINATIONS.

## 3.4 END OF TERM

(H.S. MEMO #75, DATED MARCH 18, 1981)

REGARDING END OF TERM DAYS WHEN STUDENT ATTENDANCE IS NOT REQUIRED, PLEASE CAUTION PUPILS NEITHER TO VISIT NOR CONGREGATE NEAR OTHER SCHOOLS AND PLAYGROUNDS WHILE SCHOOLS ARE IN SESSION.

## 3.5 PHYSICAL EDUCATION IN THE HIGH SCHOOLS

### BASIC CODE FOR EXTRACLASS ATHLETIC ACTIVITIES IN THE HIGH SCHOOLS

(H.S. Memo # 6, dated September 9, 1981)
(H.S. Memo # 53, dated January 18, 1983)

### OBJECTIVES

Athletic participation in all schools shall be planned so as to conform with the following objectives:

- To make the extraclass athletic activities an integral part of the physical education program.
- To give primary consideration to the well-being of individual boys and girls in the conduct of games and sports.
- To sacrifice no individual for the sake of winning events.
- To conduct all activities under adequate safety provisions.
- To equalize, insofar as possible, the powers of opponents in individual and group athletic competition.
- To provide adequate health examinations before participation in strenuous activity and periodically throughout the season as necessary and to permit no pupil to participate in such activity without the approval of the school medical officer.
- To maintain an equitable division of facilities, budget and personnel between boys and girls.
- To permit no athletic team to represent a school except in conformance with these regulations.
- To approve all traveling arrangements of individuals or teams under their jurisdiction.
- To permit no post schedule games or tournaments other than those conducted by school authorities in accordance with approved standards.
- To permit any individual or team to represent a school only in games, meets or tournaments which are conducted by secondary school authorities.
- To provide opportunity for instruction and practice for pupils in Grades 9 through 12 in extraclass athletic activities and approved interschool competition.

- To limit athletic activities conducted by the school to appropriate competition and practice between pupils in Grades 9 through 12, except that a post-graduate pupil may participate in intramural activities.
- To provide the same general degree of opportunity for participation in intramural and interscholastic activities to both males and females.

## 3.6 GUIDELINES AND STANDARDS OF COMPETITION

### Pupil Grade Eligibility - Participation on Interscholastic Teams

(H.S. Memo # 53, dated January 18, 1963)

This information represents an important change in High School Memorandum # 6 (Addendum to H.S. Memorandum #72 - dated March 2, 1981) dated September 9, 1981)

Item IB 1 b is changed to read:

> A pupil shall be eligible for interschool competition in grades 9, 10, 11 and 12 until his/her 19th birthday. A pupil who attains the age of 19 years on or after September 1st may continue to participate during that school year in all sports.

This change permits students who are under 14 and in the 9th grade to compete on all high school interscholastic teams. Item IB 1b of H.S. Memorandum # 6 (addendum to H.S. Memorandum #72) originally read as follows before the above-mentioned change was made:

> A pupil shall be eligible for interschool competition in grades 9, 10, 11, and 12 only between his/her 14th and 19th birthdays, except that high school pupils under 14 years of age may become eligible through the Selection/Classification Process. A pupil who attains the age of 19 years on or after September 1 may continue to participate during that school year in all sports.

### Registration

A pupil shall be eligible for interschool competition in a sport, provided that he is a bonafide student, enrolled during the first 15 school days of the season of such sport, is registered in the equivalent of three regular courses, is meeting the physical education requirement, and has been in regular attendance 80 percent of the school time; bonafide absence caused by personal illness excepted.

## SPORTS STANDARDS

INTERSCHOOL ATHLETIC PROGRAMS SHALL BE PLANNED SO AS TO PROVIDE OPPORTUNITIES FOR PUPILS TO PARTICIPATE IN A SUFFICIENT VARIETY OF TYPES OF SPORTS. SPORT STANDARDS, SUCH AS NUMBER OF CONTESTS, REQUIRED PRACTICE DAYS, ETC., FOR ALL INTERSCHOOL SPORTS SHALL CONFORM TO GUIDELINES ESTABLISHED BY THESE REGULATIONS.

## MALE AND FEMALE PARTICIPATION ON INTERSCHOOL ATHLETIC TEAMS

MALE AND FEMALE PUPILS MAY PARTICIPATE ON THE SAME TEAMS IN INTERSCHOOL ATHLETIC COMPETITION UNDER THE FOLLOWING CONDITIONS:

- THERE SHALL BE NO MIXED COMPETITION IN THE FOLLOWING SPORTS: BASKETBALL, BOXING, FOOTBALL, ICE HOCKEY, RUGBY AND WRESTLING; AND MALES MAY NOT COMPETE ON TEAMS ORGANIZED FOR FEMALE COMPETITION IN THE SPORT OF POWER VOLLEYBALL WHERE THE HEIGHT OF THE NET IS SET AT LESS THAN EIGHT FEET.

- IN THE SPORTS OF BASEBALL, FIELD HOCKEY, LACROSSE, SOCCER, SOFTBALL, SPEEDBALL, TEAM HANDBALL, AND POWER VOLLEYBALL WHERE THE HEIGHT OF THE NET IS SET AT LESS THAN EIGHT FEET, THE FITNESS OF A GIVEN STUDENT TO PARTICIPATE IN MIXED COMPETITION SHALL BE DETERMINED BY A REVIEW PANEL CONSISTING OF THE SCHOOL PHYSICIAN, A PHYSICAL EDUCATION TEACHER DESIGNATED BY THE PRINCIPAL OF THE SCHOOL, AND IF REQUESTED BY THE PARENTS OF THE PUPIL, A PHYSICIAN SELECTED BY THE PARENTS. SUCH PANEL SHALL MAKE ITS DETERMINATION BY MAJORITY VOTE OF THE MEMBERS, AND IN ACCORDANCE WITH STANDARDS AND CRITERIA ISSUED BY THE NEW YORK STATE DEPARTMENT OF EDUCATION.

- IN SCHOOLS THAT PROVIDE SEPARATE COMPETITION FOR MALE AND FEMALE PUPILS IN INTERSCHOOL ATHLETIC COMPETITION AND IN A SPECIFIC SPORT, THE PRINCIPAL MAY, IN EXCEPTIONAL CASES, PERMIT A FEMALE OR FEMALES TO PARTICIPATE ON A MALE TEAM IN SPORTS OTHER THAN THOSE SET FORTH ABOVE, WITH THE APPROVAL OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE; MALES MAY NOT PARTICIPATE ON TEAMS ORGANIZED FOR FEMALES.

- In schools that do not provide separate competition for male and female pupils in a specific sport, no pupil shall be excluded from such competition except in the sports set forth previously, solely by reason of his or her sex.

- The following guidelines for interscholastic competition are to be followed:

  Rules and Regulations for Girls Interscholastic Program -N.Y.C. Senior High Schools - Revised 1975

  Public Schools Athletic League: Handbook of Athletic Rules and Regulations for High Schools of New York City - Revised 1975

  The Constitution and By-Laws of the High School Games Committees of the Public Schools Athletic League - Revised 1975

  These publications are available from the Public Schools Athletic League.

## School Athletic Files

A copy of each publication listed above must be kept on file in each New York City High School.

The minutes of the High School Games Committee are to be kept on file in the Public Schools Athletic League Office. Principals may obtain copies of these minutes by writing to the Public Schools Athletic League Director.

## Certification Of Coaches

- Only licensed teachers may serve as coaches of interschool athletic teams.

- All new coaches, who are not licensed physical education teachers, appointed for the first time on or after September 1, 1975 shall be required to attend a workshop on Rules and Regulations of New York State, High School Games Committees, the Public Schools Athletic League and the Girls' Branch, Public Schools Athletic League. This workshop will be offered by the Public Schools Athletic League of the New York City Board of Education.

- LICENSED PHYSICAL EDUCATION TEACHERS MAY COACH ANY SPORT IN ANY SCHOOL. TEACHERS NOT CERTIFIED IN PHYSICAL EDUCATION MAY COACH ANY SPORT IN ANY SCHOOL, PROVIDED THEY HAVE COMPLETED AN APPROVED PRE-SERVICE OR IN-SERVICE EDUCATION PROGRAM FOR COACHES OR WILL COMPLETE SUCH A PROGRAM WITHIN FIVE YEARS OF APPOINTMENT. SUCH APPROVED PROGRAMS FOR COACHES WILL CONSIST OF THE REQUIRED WORKSHOP ON RULES AND REGULATIONS AND SPECIFIC COURSES AND HOURS PER SPORT AS FOLLOWS:

TITLE OF COURSES AND HOURS FOR CERTIFICATION OF COACHES

A. THEORY, TECHNIQUES, RULES AND PSYCHOLOGY OF COACHING THE SPECIFIC SPORT;

B. MEDICAL ASPECTS OF ATHLETIC COACHING; AND,

C. ORGANIZATION AND ADMINISTRATION OF COACHING FOOTBALL.

THE NUMBER OF COLLEGE COURSES ARE LISTED WITH THE HOURS IN PARENTHESIS.

THE FOLLOWING TABLE PRESENTS THE MINIMUM NUMBER OF COURSES AND HOURS FOR CERTIFICATION OF COACHES FOR EACH PUBLIC SCHOOL ATHLETIC LEAGUE SPORT:

| SPORT | A | B | C | TOTAL |
|---|---|---|---|---|
| ARCHERY | 1 (15) | 1 (15) | X | 2 (30) |
| BADMINTON | 1 (15) | 1 (15) | X | 2 (30) |
| BASEBALL | 2 (30) | 2 (30) | X | 4 (60) |
| BASKETBALL | 2 (30) | 2 (30) | X | 4 (60) |
| BOWLING | 1 (15) | 1 (15) | X | 2 (30) |
| CROSS COUNTRY & TRACK | 2 (30) | 2 (30) | X | 4 (60) |
| FENCING | 1 (15) | 1 (15) | X | 2 (30) |
| FIELD HOCKEY | 2 (30) | 2 (30) | X | 4 (60) |
| FOOTBALL (VARSITY HEAD) | 2 (30) | 2 (30) | 1 (15) | 5 (75) |
| ASSISTANT & J.V. COACH (FOOTBALL) | 2 (30) | 2 (30) | X | 4 (60) |
| GOLF | 1 (15) | 1 (15) | X | 2 (30) |

| Sport | A | B | C | Total |
|---|---|---|---|---|
| Gymnastics | 2 (30) | 2 (30) | X | 4 (60) |
| Handball | 1 (15) | 1 (15) | X | 2 (60) |
| Softball | 2 (30) | 2 (30) | X | 4 (60) |
| Soccer | 2 (30) | 2 (30) | X | 4 (60) |
| Speedball | 1 (15) | 1 (15) | X | 2 (30) |
| Swimming* | 2 (30) | 2 (30) | X | 4 (60) |
| Tennis | 1 (15) | 1 (15) | X | 2 (30) |
| Volleyball | 2 (30) | 2 (30) | X | 4 (60) |
| Wrestling | 2 (30) | 2 (30) | X | 4 (60) |

*New York City Board of Education License as Teacher of Swimming and Health Education, or an ancillary license as Teacher of Swimming.

- Licensed teachers not certified in physical education may substitute an equivalent experience for the required courses and hours stated above. This experience must be approved as equivalent by the Screening Committee. The Screening Committee will consist of the following members:

  Director of the Public Schools Athletic League
  The Commissioner of the sport
  A representative of the Public Schools Athletic League Coaches Association as designated by the President of the Association
  One (1) representative from each of the High School Principals' Associations

- All coaches must have current knowledge of first aid and safety skills and must possess one of the following:

  - Certification in standard first aid and personal safety
  - Instructor's certificate in standard first aid and personal safety
  - Advanced first aid and emergency care certification
  - Emergency medical technician certification

- Completion of an approved in-service, college or university program for coaches which includes the health sciences unit.
- A college or university first aid and safety course
- A first aid and safety course approved for in-service credit by a college, school and/or other agency
- College or university courses in such areas as athletic training and sports medicine, which include first aid and safety

- Principals shall require valid evidence from coaches, at least every five years, that their first aid and safety skills and knowledge are current.

- All coaches must be certified yearly on the authorization form submitted to the Public Schools Athletic League.

## 3.7 ELEVATOR SERVICE

(H.S. Memo #57, dated January 25, 1980)

The Board of Education only employs elevator operators for the operation of non-automated elevators. Elevator operators report to the principal of each high school. Accordingly, the principal is responsible for reviewing and evaluating their performance.

### ELEVATOR USAGE

- The Division of Special Education indicates that only those pupils classified as HC 20, i.e., students who are severely physically handicapped, require the use of elevators. All other pupils should consult with the Special Education Site Supervisor to develop specific plans.

- All safety plans should reflect the needs of special education pupils.

- The following types of assistance are suggested to aid the HC 20 students:

  - "Buddies" may be assigned to pupils to assist them in moving from class to class and/or on and off elevators

- SCHOOL VOLUNTEERS MAY BE REQUESTED TO ASSIST PUPILS ON AND OFF ELEVATORS.
- SCHOOL STAFF MEMBERS MAY ASSIST PUPILS ENTERING AND LEAVING ELEVATORS WHERE THE SCHOOL CAN PROVIDE THIS SERVICE.
- SPECIAL EDUCATION PERSONNEL MAY BE GIVEN BUILDING ASSIGNMENTS TO ASSIST STUDENTS ON AND OFF ELEVATORS.
- STUDENTS MAY BE PROGRAMMED TO RECEIVE INSTRUCTION ON THE SAME FLOOR IN SUCCESSIVE PERIODS TO REDUCE THE NEED FOR ELEVATOR SERVICE.

## 3.8 FUND RAISING AND PROMOTIONAL ACTIVITIES

(H.S. MEMO #68, DATED FEBRUARY 27, 1981)

- THE OFFICE OF STUDENT AFFAIRS IS THE UNIT WHICH USUALLY RESPONDS ON BEHALF OF THE DIVISION TO REQUESTS PRESENTED UNDER VARYING THEMES DESIGNED TO PROMOTE STUDENT FUND RAISING ACTIVITIES AND CAREER DEVELOPMENT POSSIBILITIES WHICH PURPORT TO DELIVER PROFIT OR BENEFIT TO THE STUDENT AND/OR SCHOOL. IT IS THE PRACTICE OF THE HIGH SCHOOL DIVISION NOT TO CENTRALLY ENDORSE VENDOR PRODUCTS OR SERVICES. WE DO, HOWEVER, MEET THE COMMITMENT TO PROVIDE, WHEN REQUESTED, PUBLIC INFORMATION ASSISTANCE BY FURNISHING THE NAMES AND ADDRESSES OF OUR PUBLIC HIGH SCHOOLS.

- ANY ENDORSEMENT OR APPROVAL FROM THE HIGH SCHOOL DIVISION OF ANY VENDORS WILL BE CONVEYED THROUGH OFFICIAL MEMORANDA.

- FOR ANY INFORMATIONAL ASSISTANCE RELATED TO THE REGULATIONS OF THE CHANCELLOR, HIGH SCHOOL DIVISION POLICY, OR PRECEDENTS FOR CERTAIN TYPES OF ACTIVITIES AND INVOLVEMENT WITH VENDORS, YOU MAY CALL THE OFFICE OF STUDENT AFFAIRS.

- THE SUPERINTENDENT WILL CONTINUE, IN ALL CASES, TO BE RESPONSIBLE FOR ISSUING FINAL APPROVAL.

(SEE ALSO ITEM 9.3 BELOW, G.O. FINANCIAL RECORDS.)

## 3.9 HIGH SCHOOL GENERAL FUNDS

(STANDARD OPERATING PROCEDURES FOR SCHOOLS MANUAL, MAY, 1981)

HIGH SCHOOL STUDENT FUNDS ARE MONIES WHICH ARE RECEIVED FROM SOURCES OTHER THAN NEW YORK CITY BOARD OF EDUCATION PROGRAMS (WITH THE EXCEPTION OF STUDENT ACTIVITIES FUNDS WHICH ARE SUPPORTED WITH TAX LEVY DOLLARS). THE DETERMINATION AS TO EXPENDITURES OF ALL STUDENT FUNDS INVOLVES STUDENT PARTICIPATION. STUDENT FUNDS ARE MONIES RAISED BY VARIOUS SCHOOL ACTIVITIES TO SUPPORT EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES. THESE INCLUDE THE FOLLOWING:

3.9.1 VOCATIONAL ACTIVITIES FUND (VAF) - MONIES RAISED AS A RESULT OF SELLING GOODS PRODUCED, OR SERVICES PROVIDED DIRECTLY BY THE STUDENTS REGISTERED IN THE GIVEN CLASS OR SHOP PROVIDED THAT THE GENERATING ACTIVITIES TAKE PLACE DURING A REGULARLY SCHEDULED CLASS AND ARE DIRECTLY RELATED TO THE COURSE OF study.

3.9.2 Admissions or donations to plays, movies, athletic events (regularly scheduled or special), concerts, or any authorized income-producing activities (e.g., Sing).

3.9.3 Sales of gym uniforms, school supplies, etc.

NOTE: Sale of foodstuffs is restricted as per Chancellor's Regulations, A-812 relating to Sale of Nutritious and Non-Nutritious Foods

3.9.4 Sales of publications

3.9.5 Donations from PTA's, banks, community organizations, etc.

3.9.6 Fund raising - any income-producing activity conducted within or under the auspices of the school involving the participation of the students and which is not a part of the formal educational process or program.

- Commercial photography as a fund raising activity is limited as per Chancellor's Regulations No. A-610 (refer to Exhibit B).

3.9.7 Special Purpose Funds - a long term fund designed for a specific purpose and created from donations.

3.9.8 SU Stores/Sales Labs - a high school may have a student store and/or a sales laboratory conducted under the auspices of a related department.

## 3.10 Senior Class Funds

(High School Memo #9, dated September 17, 1981)

The following regulations are to be observed in connection with Senior Class Funds:

3.10.1 A senior class dues fund is to be established to meet the necessary expenses of the class and is to be kept at a level that will prevent the accumulation of a large surplus or a deficit at the time of graduation of the class.

3.10.2 In order to protect students and faculty involved, all dues etc. MUST be collected by check or money order made payable to the school.

3.10.3 All money collected from the senior class should be deposited with the school treasurer as quickly as possible. The school treasurer should provide the senior class advisor with a receipt indicating the amount and the activity for which the money was collected.

3.10.4 AT THE END OF EACH ACADEMIC YEAR, AN ACCOUNTING SHOULD REFLECT THE INCOME AND EXPENSES OF THE SENIOR CLASS. IF THERE IS A SURPLUS IN THE SENIOR CLASS ACCOUNT, AN APPROPRIATE BODY OF SENIOR REPRESENTATIVES FROM THAT CLASS SHOULD INFORM THE PRINCIPAL AND THE SCHOOL TREASURER IN WRITING AS TO HOW THE MONEY IS TO BE DISBURSED IN ACCORDANCE WITH ONE OF THE FOLLOWING OPTIONS:

4.1 THE SENIOR CLASS THROUGH ITS OFFICERS MAY DESIGNATE A SPECIFIC PURPOSE FOR WHICH THE FUNDS ARE TO BE EXPENDED. THE PURPOSE SHOULD BE SPECIFIC AND DEFINITE. THE RESOLUTION MUST BE APPROVED BY A MAJORITY OF THE SENIOR CLASS AND SIGNED BY THREE (3) SENIOR CLASS OFFICERS.

4.2 THE SENIOR CLASS MAY REQUEST THAT THE SURPLUS FUNDS OR A PORTION THEREOF BE TRANSFERRED TO AN ASSOCIATION OR ORGANIZATION FORMED BY THE CLASS TO CONDUCT ACTIVITIES FOR MEMBERS OF THE CLASS AFTER GRADUATION.

4.3 THE SENIOR CLASS MAY REQUEST THAT THE SURPLUS FUNDS BE TRANSFERRED TO THE ALUMNI ASSOCIATION OF THE SCHOOL.

4.4 THE SENIOR CLASS MAY REQUEST THAT THE SURPLUS FUNDS BE REFUNDED EQUALLY TO SENIORS WHO HAVE PAID THEIR DUES.

3.10.5 AT THE END OF THE SCHOOL YEAR, IF NO SPECIFIC DESIGNATION FOR THE SURPLUS IS MADE BY THE SENIOR CLASS, THESE FUNDS ARE TO BE ADDED TO THE STUDENT GOVERNMENT ORGANIZATION GENERAL FUND, TO BE SPENT IN ACCORDANCE WITH PROCEDURES PRESCRIBED FOR THE EXPENDITURES OF STUDENT GOVERNMENT ORGANIZATION FUNDS.

3.10.6 ALL UNCOMMITTED SENIOR CLASS FUNDS ON BALANCE FROM PREVIOUS YEARS ARE TO BE TRANSFERRED TO THE STUDENT GOVERNMENT ORGANIZATION GENERAL FUNDS AT THE CLOSE OF THE PRESENT SCHOOL YEAR.

3.10.7 ALL ITEMS PURCHASED BY THE SENIOR CLASS ARE TO BE IN ACCORDANCE WITH THOSE PROCEDURES SET FORTH IN THE STANDARD OPERATING PROCEDURES MANUAL.

UNDER NO CIRCUMSTANCES ARE "REFERRAL" COMMISSIONS TO BE ACCEPTED FROM A VENDOR.

3.10.8 IF THE SENIOR CLASS FUND IS IN DEFICIT, NO GIFT OF ANY KIND TO THE SCHOOL IS PERMITTED.

3.10.9 REFERENCE SHOULD BE MADE TO THE CIRCULARS ISSUED PERIODICALLY BY THE DIVISION OF HIGH SCHOOLS PERTAINING TO THE ADMINISTRATION OF SENIOR DUES AND TO APPLICABLE CHANCELLOR'S REGULATIONS. THESE REGULATIONS ARE TO BE MADE AVAILABLE TO THE SENIOR CLASS OFFICERS.

## 3.11 ANNUAL REPORT ON STUDENT FUNDS

(High School Memo # 51, dated January 21, 1982)

The Standard Operating Procedures for schools Manual dated May, 1981 requires each high school to submit an annual summary of all student fund transactions. Sample report forms and instructions will be provided to schools each Fall.

A complete set is to be submitted to the Auditor General, with a copy to the Borough Superintendent.

## 3.12 STUDENT I.D. NUMBERS

(H.S. Memo # 23, dated October 5, 1982)

The purpose of this memorandum is to underscore the importance of the nine-digit New York City Student I.D. Number for all students in the New York City public school system, including those students on the registers of UAPC High Schools.

To ensure the uninterrupted record of each student's enrollment and test history, it is essential that the following procedures be observed:

1. No student may be admitted to the SARK system without a nine-digit NYC Student I.D. Number
2. All students currently in the SARK system must have a nine-digit NYC Student I.D. Number.
3. Only those students who are first time entrants into the New York City public school system may be issued "unassigned" I.D. numbers by the school; for all other students, every effort must be made to obtain the student I.D. number from the school which the student previously attended.

Please refer questions regarding these procedures to the Office of Student Information Services (OSIS) Helpline, 596-6149.

## 3.13 ALUMNI ASSOCIATIONS

(H.S. Memo #84, dated April 8, 1983)

This memorandum offers guidelines to schools for the development of an alumni association or for the expansion of an existing one.

### DEVELOPING AN ORGANIZATION

The alumni association should be formed independently of day-to-day school operations, yet work hand-in-hand with the school community. Initially, however, the principal should appoint an ad-hoc committee to survey interests in developing an alumni association and to build support among staff and former graduates. Specifically, the committee should

- assess what needs to be done
- divide work and responsibility for the important tasks of

## BUILDING AN ACTIVE MEMBERSHIP AND STRUCTURING THE ORGANIZATION

GROUP EFFORTS ARE MOST DESIRABLE BECAUSE OF THE ENORMITY OF THE WORK TO BE DONE, AND THE NEED TO CREATE ENTHUSIASM AND TO EXTEND THE OUTREACH. FREQUENTLY, HOWEVER, ONE PERSON ASSUMES A MAJORITY OF THE WORK AND RESPONSIBILITY AND BECOMES THE DRIVING FORCE BEHIND THE PROJECT.

### BUILDING AN ACTIVE MEMBERSHIP

IT IS IMPORTANT THAT THE COMMITTEE DEVELOP A VIABLE MAILING LIST STARTING WITH THE MOST RECENT GRADUATES AND WORKING BACKWARDS. SOME SOURCES WHICH MAY BE UTILIZED IN LOCATING FORMER GRADUATES INCLUDE:

- ACTIVITY CARDS
- OLD YEARBOOKS
- CURRENT TELEPHONE DIRECTORY
- RELATIVES RESIDING AT THE PREVIOUS ADDRESS (ESPECIALLY FOR FEMALE GRADUATES WHOSE NAMES MAY HAVE CHANGED WITH MARRIAGE)
- COMMUNITY BULLETIN BOARDS
- LOCAL NEWSPAPERS (WHICH OFTEN PROVIDE FREE PUBLIC SERVICE ADVERTISEMENTS)
- WORD OF MOUTH

SINCE WORD OF MOUTH IS THE BEST MEANS OF PUBLICIZING THE NEW ALUMNI ASSOCIATION, AN INFORMATIONAL LETTER SHOULD BE SENT TO GRADUATES TO ELICIT THEIR HELP IN FINDING OTHER ALUMNI. IT IS ALSO SUGGESTED THAT GRADUATING SENIORS BE ASKED TO CONTRIBUTE $1.00 TO COVER THE FIRST YEAR'S MEMBERSHIP AND MAILING COSTS. THIS APPEAL IS GENERALLY VIEWED FAVORABLY BY THOSE ABOUT TO GRADUATE.

### OPERATIONAL CONCERNS

IN ORDER TO EFFECT THE SMOOTH FUNCTIONING OF THE ALUMNI ASSOCIATION AND FOSTER CONTINUED SUPPORT AND PARTICIPATION, THE COMMITTEE SHOULD ENSURE THAT THE FOLLOWING ACTIVITIES ARE CARRIED OUT AS SOON AS POSSIBLE FOLLOWING THE ESTABLISHMENT OF THE ASSOCIATION.

- INCOPORATION/FILING FOR TAX-EXEMPT STATUS
- ELECTION OF OFFICERS
- ESTABLISHMENT OF BY-LAWS
- APPOINTMENT OF COMMITTEES TO HANDLE SPECIAL EVENTS (SCHOLARSHIP, AWARDS, DANCES, CAREER DAYS)

- APPOINTMENT OF A SCHOOL/ASSOCIATION LIAISON (PREFERABLY AN ALUMNUS/ALUMNA ON THE FACULTY)

- SECURING OF THE ASSOCIATION'S MAILBOX (EITHER IN THE SCHOOL OF A SPECIAL POST OFFICE BOX

- ESTABLISHMENT OF TWO BANK ACCOUNTS
  - AN INTEREST BEARING ACCOUNT FOR THE SCHOLARSHIP FUND
  - A CHECKING ACCOUNT

- MAINTENANCE OF AN UP-TO-DATE ALUMNI MAILING LIST

## DUES

DUES FOR ALUMNI ASSOCIATION MEMBERSHIP GENERALLY RANGE FROM $2.00 TO $10.00 PER YEAR. IN ADDITION TO THE "ANNUAL" MEMBERSHIP, THE ASSOCIATION MIGHT OFFER OTHER CATEGORIES OF MEMBERSHIP, SUCH AS "SUPPORTING MEMBERSHIP" AT $10.00 TO $20.00 PER ANNUM AND "LIFE MEMBERSHIP" FOR $100.00. THESE SPECIAL MEMBERSHIP RATES ARE USUALLY ATTRACTIVE TO GRADUATES FOR TAX PURPOSES.

## ASSOCIATION ACTIVITIES

EACH ALUMNI ASSOCIATION WILL BE DIFFERENT BECAUSE EACH SCHOOL, STUDENT BODY AND COMMUNITY IS DIFFERENT. CONSEQUENTLY, IT IS IMPORTANT THAT THE ASSOCIATION PLAN AND PROMOTE VARIED ACTIVITIES AND GOALS TO MAINTAIN ALUMNI INTEREST. AMONG THE VARIETY OF ACTIVITIES WHICH MAY BE CONSIDERED ARE:

- REUNIONS (TO REKINDLE OLD FRIENDSHIPS AND MAINTAIN A SENSE OF IDENTITY AND CONTINUITY AMONG GRADUATES),

- HOMECOMING (CONSCIOUSLY HELD AT THE SCHOOL TO KEEP THE LOYALTY AND IDENTITY OF THE ALUMNI ALIVE),

- FUND RAISING - FAMOUS ALUMNI AND WELL RUN SOCIAL FUNCTIONS CAN HELP TO OBTAIN FINANCIAL SUPPORT FOR THE ASSOCIATION AND THE SCHOOL (E.G., PROFITS CAN BE USED FOR BOOKS, EQUIPMENT, AWARDS),

- SPECIAL SCHOOL PROGRAMS (CAREER DAYS, OCCUPATIONAL WORKSHOPS, SPEAKERS PROGRAMS, TUTORING) TO PROVIDE AN OPPORTUNITY FOR ALUMNI TO SUPPORT THE EDUCATIONAL GOALS OF THE SCHOOL,

- COMMUNITY ASSISTANCE PROGRAMS (ONE ASOCIATION PRESIDENT EMPHASIZED THAT THERE IS A THIN LINE BETWEEN SCHOOL AND COMMUNITY, AND SAW THE ALUMNI ASSOCIATION PLAYING A HEALTHY CIVIC ROLE),

- PUBLICATION OF A NEWSLETTER (AN ANNUAL OR BI-ANNUAL NEWSLETTER MAILED TO THE MEMBERSHIP IS AN IMPORTANT MEANS OF KEEPING ALUMNI INFORMED OF THE ACTIVITIES OF GRADUATES, SCHOOL AND ASSOCIATION, AND ALSO SERVES TO MAINTAIN ACTIVE INTEREST AND SUPPORT AMONG ALUMNI).

QUESTIONS REGARDING THIS MEMORANDUM MAY BE REFERRED TO JOHN HUMINS, 596-6240

# 4 GUIDANCE

4.1 PROGRESS INTO GRADES 11 AND 12
(H.S. MEMO #24, DATED OCTOBER 9, 1979, AND H.S. MEMO # 63 DATED MARCH 15, 1982)

- JUNIOR

AT THE END OF GRADE 10, A STUDENT SHALL BE RECOMMENDED FOR PLACEMENT IN A PROGRESS GRADE 11 HOMEROOM IF THE STUDENT WILL BE ABLE TO MEET ALL OF THE SCHOOL'S REQUIREMENTS FOR A DIPLOMA AT THE END OF TWO MORE SCHOOL YEARS EXCLUSIVE OF EVENING AND/OR SUMMER SCHOOL.

- SENIOR

AT THE END OF GRADE 11, A STUDENT SHALL BE RECOMMENDED FOR REPLACEMENT IN A PROGRESS GRADE 12 HOMEROOM IF THE STUDENT WILL BE ABLE TO MEET ALL OF THE SCHOOL'S REQUIREMENTS FOR A DIPLOMA AT THE END OF ONE MORE SCHOOL YEAR, EXCLUSIVE OF EVENING AND/OR SUMMER SCHOOL.

- GRADUATING SENIOR

A STUDENT SHALL BE CLASSIFIED AS A GRADUATING SENIOR IF THE STUDENT WILL BE ABLE TO MEET ALL OF THE SCHOOL'S REQUIREMENTS FOR A DIPLOMA AT THE END OF ONE MORE SCHOOL SEMESTER OR TERM, EXCLUSIVE OF EVENING AND/OR SUMMER SCHOOL.

N.B. UNTIL THEY QUALIFY AS ABOVE, NO STUDENTS MAY BE CONSIDERED TO BE SENIORS OR TO BE IN THE 12TH GRADE FOR ANY OFFICIAL REPORTS.

- DIPLOMA

FOR THE PURPOSES OF ALL REPORTS, A DIPLOMA WILL REPRESENT THE COMPLETION OF ALL COURSE WORK REQUIRED BY A PARTICULAR SCHOOL, EVEN IF THOSE COURSES ARE IN ADDITION TO THE REQUIREMENTS OF CIRCULAR 90 AND STATE EDUCATION DEPARTMENT MANDATES. PLEASE NOTE THAT STUDENTS ARE ENTITLED TO HIGH SCHOOL DIPLOMAS IF THEY HAVE MET THE REQUIREMENTS OF CIRCULAR 90 AND STATE EDUCATION DEPARTMENT MANDATES EVEN THOUGH THEY MAY NOT HAVE MET AN INDIVIDUAL SCHOOL'S ADDITIONAL COURSE REQUIREMENTS. SCHOOLS MAY USE A DIFFERENT DESIGN FOR THE DIPLOMA REPRESENTING THE ACQUISITION OF REQUIREMENTS ABOVE THOSE OF CIRCULAR 90 AND STATE MANDATES.

HENCE, IT IS POSSIBLE FOR A SCHOOL TO REPORT FEWER SENIORS THAN IT WILL HAVE GRADUATES SINCE THERE MAY BE STUDENTS IN JUNIOR HOMEROOMS IN OCTOBER WHO MAY BE ABLE TO MEET GRADUATE REQUIREMENTS BY THE END OF THE SCHOOL YEAR. THIS LATTER GROUP SHOULD BE NOTED AS AN ADDENDUM TO ANY REPORTS.

## 4.2 GUIDELINES FOR IMPLEMENTING THE NEW DIPLOMA REQUIREMENT

(Regulations of the Chancellor, A-502, March 1, 1982; and H.S. Memo #74, dated April 7, 1982)

### I. TRANSITION PERIOD PROBLEMS:

1. Students who commenced the 9th grade prior to September 1980 and who are to be graduated prior to June 1984 must meet the requirements established in Special Circular 90, 1972-73, and in the Chancellor's Regulations A-502, 1979-80, with the exception that effective February 1981 the 8.0 reading level requirement was eliminated, since the RCT requirement surpasses the 8.0 level.

2. The new requirements shall be effective for and applicable to all students entering the 9th grade in September 1980 and graduating in June 1984 and all subsequent entrants and graduates. Students scheduled to earn the high school diploma beginning June 1985 will have to meet the foreign language requirement, 2 credits.

### II. SUBJECTS ACCEPTABLE TO MEET MINIMUM LEARNING ESSENTIALS

The purpose of Minimum Learning Essentials is to ensure that all high school graduates have an opportunity to develop fundamental skills and knowledge in a broad range of areas. The extent and the depth of the skills and knowledge to be expected vary with the potential of the individual student. It is therefore the responsibility of the school to see that the student is enrolled in courses on the highest level at which he/she is capable of achieving.

### III. GENERAL PRINCIPLES

1. The public high schools of New York City should provide opportunities for each student to achieve maximum education and to earn the diploma signifying the completion of requirements. Each student's program should be designed to allow maximum achievement of potential. These requirements for the high school diploma are based on sound, carefully defined educational criteria and State regulations. The requirements for the high school diploma in New York City are outlined in Special Circular 90, 1972-73, and in the Chancellor's Regulations A-502, March 1, 1982.

2. All schools are to issue diplomas to students who meet the diploma requirements as outlined in the Chancellor's Regula-

TIONS. THERE ARE NO EXCEPTIONS. PLEASE BE REMINDED ALSO THAT ALL DIPLOMAS ISSUED IN NEW YORK CITY MUST BEAR THE NAME OF THE ISSUING REGISTERED HIGH SCHOOL.

SCHOOLS WHICH ASK FOR ADDITIONAL COURSE WORK TO COMPLETE THEIR PROGRAMS OF STUDY MAY RECOGNIZE THE ADDITIONAL REQUIREMENTS AND ACCOMPLISHMENTS BEYOND THOSE MANDATED FOR THE REGULAR SINGLE DIPLOMA IN ONE OF THE FOLLOWING TWO WAYS:

- A SEPARATE CERTIFICATE OF RECOGNITION
- A STAMP OR NOTATION ON THE DIPLOMA

3. SCHOOLS HAVING STUDENTS WITH LIMITED ENGLISH LANGUAGE PROFICIENCY MUST OFFER PROGRAMS DESIGNED TO MAXIMIZE STUDENT ACHIEVEMENT POTENTIAL. THESE STUDENTS CAN RECEIVE A HIGH SCHOOL DIPLOMA BY MEETING THE STIPULATED REQUIREMENTS OUTLINED IN THE CHANCELLOR'S REGULATIONS AND THESE GUIDELINES.

   THESE PROGRAMS EMPHASIZE CREDIT COURSES IN ENGLISH AND IN SUBSTANTIVE SUBJECT AREAS TAUGHT IN THE NATIVE LANGUAGE OF THE STUDENT. ENGLISH AS A SECOND LANGUAGE, WHICH IS SUBSTITUTED AS THE MAJOR ENGLISH COURSE, IS CREDITED TOWARD THE 8 REQUIRED CREDITS OF ENGLISH.

   REMEDIAL COURSES WILL NOT BE COUNTED TOWARD MEETING THE ENGLISH AND MATHEMATICS REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA. STUDENTS MAY EARN 0.5 CREDITS FOR SUCCESSFUL COMPLETION OF EACH REMEDIAL COURSE, INCLUDING TITLE I/PSEN CLASSES, PROVIDED THESE CREDITS ARE IN ADDITION TO THE MINIMUM DIPLOMA REQUIREMENTS.

   PROFICIENCY IN ENGLISH MUST BE EVALUATED BY MEANS OF THE RCT OR THE REGENTS EXAMINATIONS.

## IV. BASIC REQUIREMENTS

### A. CREDITS

A CREDIT CONSISTS OF A MINIMUM OF 60 CLOCK HOURS OF INSTRUCTIONAL TIME OR ITS EQUIVALENT. THIS IS USUALLY REPRESENTED BY FIVE RECITATIONS PER WEEK (40 MINUTES PER RECITATION) FOR A SEMESTER OF EIGHTEEN WEEKS. EACH SCHOOL MUST DESIGNATE IN ITS CATALOGUE OF COURSES THE CREDITS TO BE AWARDED FOR SUCCESSFUL COMPLETION OF EACH LISTED COURSE, PROGRAM OR PROJECT. THE TOTAL NUMBER OF CREDITS NEEDED FOR GRADUATION WILL REMAIN AT 38 THROUGH JUNE 1984. BEGINNING JUNE 1985, 40 CREDITS WILL BE REQUIRED. THE CHANGED REQUIREMENTS INCLUDE 3 1/2 YEARS OF SOCIAL STUDIES AND 1 YEAR OF A FOREIGN LANGUAGE.

9TH YEAR SUBJECTS TAKEN IN JUNIOR HIGH SCHOOLS

1. ASSIGN 1 CREDIT FOR SUBJECTS MEETING 2 OR 3 DAYS A WEEK FOR THE ENTIRE YEAR.

2. Assign 1 credit for subjects meeting 4 or 5 days a week for 1 term.

3. Assign no credit for subjects meeting 1 day a week, even if such courses meet for the entire year.

4. Assign no credit for library periods. (This is enrichment.)

The high school diploma represents four years of work or its equivalent after grade 8. Placement credit in high school, but not course credit toward the diploma, may be granted for appropriate studies pursued prior to grade 9. E.G., completion of Level I foreign language in the 8th grade will entitle a student to be placed in Level II of the language upon entrance into high school, but the student will not receive high school credits toward his diploma for his Level I work unless the sequence is successfully completed through a Regents examination.

### External Learning

Schools can offer miscellaneous course credit for supervised external work experience as in internship programs.

### Satisfying the Foreign Language Requirement

Students may satisfy the foreign language requirement in one of the following ways:

1. Satisfactorily completing two units of credit in a foreign language course in grades 9-12.

OR

2. Passing the Foreign Language Proficiency Test (no credits)

OR

3. Passing a Proficiency Test in American Sign Language (no credits). (Applicable to the deaf and hard of hearing consistent with IEP)

Note: The foreign language requirement will be in effect in all vocational high schools. Exemptions to the requirement are subject to the review and approval of the Executive Director of the Division of High Schools. All such requests for exemption must be made by the Principal through the offices of the Borough Superintendent and the Executive Director of High Schools by November, 1982.

### B. Remedial Subjects

Remedial subjects are those offered for students who function below the Minimum Essentials levels set for high school students. This is determined by their scores on the PCT's, RCT's and other standardized tests. See Section III 3 for statements regarding remedial courses.

## C. ATTENDANCE AND GRADES

Regular student attendance is essential. State Education Law and the regulations of the New York City Board of Education recognize this in making regular attendance compulsory. There is a positive relationship between attendance and grades and students must be made aware that if they are absent, they are more likely to miss work and obtain poor marks.

## D. EXAMINATIONS

Each course should terminate in an appropriate school prepared final examination, written or performance.

City-wide and Regents Examinations usually cover a sequence of courses, such as Algebra 1 and 2, Geometry 1 and 2, French 1-6, and English 1-8. This may not hold true in such course areas as Business Education and Industrial Arts.

1. The school shall determine which type of examination is appropriate for a particular course and shall designate this in its catalogue description of the course. It is suggested that the Regents Examination be used if a course follows the Regents syllabus.

2. Students may demonstrate competency in reading and writing by passing the Regents Comprehensive Examination in English or by passing the Regents Competency Tests in both Reading and Writing. Competency in Mathematics may be demonstrated by students passing a Regents Examination in Mathematics or by their passing the Regents Competency Test in Mathematics. SAT or ACT scores are also acceptable for meeting Competency requirements. Minimum scores are as follows:

   SAT: Reading 310
   Writing 310
   Math 350

   ACT: Reading
   9 - Social Studies
   15 - Natural Science

   Writing
   12 - English Usage

   Math
   12 - Math Usage

3. Some students may demonstrate competency in the academic skills through alternative testing techniques. Alternative testing is limited to students with handicapping conditions and to students whose native language is other than English when such students, after grade eight, enter a school in which the predominant language of instruction is English. See High School Memorandum #87, dated April 6, 1979.

## V. AREA OF CONCENTRATION

WHERE A STUDENT'S AREA OF CONCENTRATION IS VOCATIONAL REQUIRING MULTIPLE PERIODS OF INSTRUCTION, TIME FOR THIS ADDITIONAL INSTRUCTION MAY BE GAINED BY EXEMPTING SUCH STUDENTS FROM PRACTICAL ARTS, BUSINESS SKILLS AND ELECTIVES TO THE EXTENT REQUIRED BY THE TIME MANDATED FOR INSTRUCTION IN THAT VOCATIONAL AREA. REQUESTS FOR EXEMPTIONS MUST BE MADE BY THE PRINCIPAL THROUGH THE OFFICES OF THE BOROUGH SUPERINTENDENT AND THE EXECUTIVE DIRECTOR OF HIGH SCHOOLS.

## VI. ENDORSEMENTS

### A. DIPLOMA ENDORSEMENTS

#### 1. REGENTS ENDORSEMENTS

A. STUDENTS WHO COMPLETE COURSES FOR 10 OR MORE CREDITS WHICH TERMINATE IN REGENTS OR STATE APPROVED EQUIVALENT EXAMINATION AND ACHIEVE AN AVERAGE IN CLASSWORK IN THOSE AREAS OF 85% OR BETTER SHALL RECEIVE AN "HONORS" ENDORSEMENT.

B. STUDENTS WHO COMPLETE COURSES FOR 10 OR MORE CREDITS WHICH TERMINATE IN REGENTS OR STATE APPROVED EQUIVALENT EXAMINATIONS AND ACHIEVE AN AVERAGE ON CLASSWORK IN THOSE AREAS OF AT LEAST 80%, BUT LESS THAN 85%, SHALL RECEIVE A "MERIT" ENDORSEMENT.

C. STUDENTS WHO COMPLETE COURSES FOR 10 OR MORE CREDITS WHICH TERMINATE IN REGENTS OR STATE APPROVED EQUIVALENT EXAMINATIONS AND ACHIEVE AN AVERAGE IN CLASSWORK IN THOSE AREAS LESS THAN 80% SHALL RECEIVE A REGENTS ENDORSEMENT.

#### 2. SCHOOL ACHIEVEMENT ENDORSEMENT

A. IT IS EXPECTED THAT MOST STUDENTS WILL BE HELD ON STANDARDS OF ACHIEVEMENT WELL BEYOND THE BASIC REQUIREMENTS.

B. REGARDLESS OF COURSES TAKEN, STUDENTS ATTAINING AN AVERAGE OF 80% OR BETTER SHALL RECEIVE A SCHOOL ENDORSEMENT INDICATING THAT ACHIEVEMENT.

C. IN ADDITION TO THE DIPLOMA AND TRANSCRIPT ENDORSEMENT, A CERTIFICATE SIGNIFYING THAT ACHIEVEMENT MAY BE ISSUED TO GRADUATES WHO ACHIEVE WELL BEYOND THE BASIC REQUIREMENTS FOR THE HIGH SCHOOL DIPLOMA.

### 3. SCHOOL CITIZENSHIP ENDORSEMENTS

STUDENTS WHOSE RECORD OF ATTENDANCE, PUNCTUALITY, SCHOOL SERVICE AND CONCERN FOR OTHERS IS EXEMPLARY SHALL RECEIVE AN ENDORSEMENT IN SCHOOL CITIZENSHIP. EACH SCHOOL SHOULD PROVIDE SPECIFIC GUIDELINES TO ITS STUDENTS TO MAKE THEM AWARE OF THE QUALIFICATIONS FOR THIS ENDORSEMENT.

## B. REQUIREMENTS FOR REGENTS ENDORSEMENT ON A NEW YORK CITY HIGH SCHOOL DIPLOMA

THE CHANCELLOR'S REGULATIONS EQUATE "10 OR MORE CREDITS" WITH "10 OR MORE TERM UNITS OF WORK."

IN ORDER TO RECEIVE THE REGENTS ENDORSEMENT, A STUDENT MUST COMPLETE 10 OR MORE UNITS OF WORK WHICH TERMINATE IN REGENTS OR STATE-APPROVED EQUIVALENT EXAMINATIONS AND MEET THE FOLLOWING REQUIREMENTS:

### GROUP 1. CONSTANTS

IN ADDITION TO THE REQUIREMENTS FOR A NEW YORK CITY HIGH SCHOOL DIPLOMA, STUDENTS MUST PASS REGENTS EXAMINATIONS COVERING COURSE WORK IN:

A. COMPREHENSIVE ENGLISH

AND

COMPREHENSIVE SOCIAL STUDIES

B. A REGENTS EXAMINATION IN MATHEMATICS

OR

THE REGENTS COMPETENCY TEST IN MATHEMATICS (SEE SECTION IV.D.2.)

C. IF THE MATH REGENTS EXAMINATION IS NOT USED, THE STUDENT MUST PASS A "THREE YEAR SEQUENCE EXAMINATION".

### GROUP 2. SEQUENCE

STUDENTS MUST SATISFACTORILY COMPLETE A THREE-YEAR SEQUENCE (6 CREDITS) IN ONE OF THE FIELDS NAMED BELOW, WITH THE PASSING OF TERMINAL REGENTS EXAMINATIONS WHEN THEY ARE GIVEN: E.G., AGRICULTURE, ART, BUSINESS SUBJECTS, FOREIGN LANGUAGES, HOME ECONOMICS, INDUSTRIAL ARTS, MATHEMATICS, MUSIC, SCIENCE, TECHNICAL TRADE SUBJECTS.

## 4.3 DIPLOMAS FOR SPECIAL EDUCATION STUDENTS

4.3.1 SPECIAL EDUCATION HIGH SCHOOL STUDENTS MUST MEET, WITH ONE EXCEPTION, THE SAME REQUIREMENTS FOR A DIPLOMA AS ALL OTHER HIGH SCHOOL STUDENTS. THE EXCEPTION IS FOUND IN IV B 4 (OF 4.2 ABOVE) WHICH PERMITS HANDICAPPED STUDENTS TO DEMONSTRATE COMPETENCY IN THE ACADEMIC SKILLS THROUGH ALTERNATIVE TESTING TECHNIQUES. HIGH SCHOOL MEMORANDUM #69, DIPLOMAS FOR SPECIAL EDUCATION STUDENTS DATED MARCH 2, 1981 FURNISHES ADDITIONAL INFORMATION ON THIS MATTER.

4.3.2 ONLY A NEW YORK STATE REGISTERED HIGH SCHOOL MAY ISSUE A HIGH SCHOOL DIPLOMA. THE DIPLOMA WILL CARRY THE NAME OF THE REGISTERED SCHOOL. THE HIGH SCHOOL MAY NOT ISSUE A CERTIFICATE IN LIEU OF A DIPLOMA. (CERTIFIED HANDICAPPED STUDENTS WHO FALL 1.5 STANDARD DEVIATIONS BELOW THE MEAN IN INTELLIGENCE MAY RECEIVE A CERTIFICATE IF DETERMINED ELIGIBLE BY THE DIVISION OF SPECIAL EDUCATION.)

## 4.4 DIPLOMA REQUIREMENTS IN PHYSICAL EDUCATION

(HS MEMO #72, DATED MARCH 2, 1981)

THE HIGH SCHOOL DIPLOMA AS ESTABLISHED IN THE CHANCELLOR'S REGULATION A502, DATED JUNE 26, 1980 MANDATES PHYSICAL EDUCATION REQUIREMENTS IN ACCORDANCE WITH THE REGULATIONS OF THE STATE EDUCATION DEPARTMENT. EFFECTIVE SEPTEMBER 1, 1981, EACH HIGH SCHOOL WILL OFFER A PROGRAM WHICH MEETS THE REQUIREMENTS STATED BELOW:

- REGULAR PHYSICAL EDUCATION PROGRAM

  THE NORMAL PHYSICAL EDUCATION PROGRAM CONSISTS OF FIVE (5) PERIODS PER WEEK FOR EACH TERM A STUDENT IS IN SCHOOL EXCEPT IN THE SEMESTER IN WHICH HEALTH IS TAKEN.

- PERMISSIBLE ALTERNATIVES

  IT IS RECOGNIZED THAT SOME SCHOOLS BECAUSE OF FACILITY RESTRICTIONS AND/OR PROGRAMMATIC RESTRICTIONS MAY NOT BE ABLE TO ADHERE TO THIS REQUIREMENT. IN SUCH INSTANCES, A SCHOOL MAY SUBSTITUTE A PROGRAM WHICH INCLUDES ANY OR ALL OF THE ALTERNATIVES LISTED BELOW IN THE SEMESTERS IN WHICH THE STUDENTS SHOULD BE ENGAGING IN PHYSICAL EDUCATION:

  - THREE (3) TIMES PER WEEK IN ONE SEMESTER AND TWO (2) TIMES PER WEEK IN THE ALTERNATE SEMESTER.
  - DURING THE SEASON STUDENTS PARTICIPATE IN AUTHORIZED SCHOOL INTERSCHOLASTIC TEAM ACTIVITIES, CREDIT MAY BE GRANTED FOR PHYSICAL EDUCATION AS PER NEW YORK STATE COMMISSIONER'S GUIDELINES.

- Students in the 10th, 11th and 12th year may participate in individual study activities consistent with the New York City curricula and the New York State Commissioner's Guidelines and approved by the physical education staff and school administration. (Consult Guidelines for Elementary and Secondary Physical Education Programs.)

- Students may participate in physical education by attending school nine (9) periods per day rather than the usual eight (8).

- School Intramural Programs organized by the Physical Education Department may be accepted for physical education credit.

- Schools operating on cycles may provide five (5) periods per week in alternate cycles.

· VARIANCE REQUESTS

Request for these variances should be designed by the school in conjunction with the Health & Physical Education Unit and forwarded to the superintendent for review. The superintendent will then provide the High School Division with approved programs so that they may be submitted to the New York State Education Department for approval.

· PARTICIPATION

All students shall participate in and pass physical education courses.

Students who are required to limit their physical activities shall be provided with a program which addresses those limitations. Where school records do not delineate the limitations, physicians' recommendations should be requested and followed. For curriculum materials, please contact the Director of Health and Physical Education.

## 4.5 FAILURE ON REGENTS COMPETENCY TESTS
(H.S. MEMORANDUM #77, DATED MARCH 20, 1981)

ALL STUDENTS, INCLUDING SENIORS, WHO FAIL ONE OR MORE REGENTS COMPENTENCY EXAMINATIONS MUST BE PROVIDED WITH THE OPPORTUNITY TO RECEIVE ASSISTANCE THROUGH REMEDIATION CLASSES.

STUDENTS WHO MEET REQUIREMENTS FOR GRADUATION AS OUTLINED IN CIRCULAR 90R HAVE THE RIGHT TO A DIPLOMA FROM THE HIGH SCHOOL THEY ATTEND. STUDENTS WHO MEET ALL REQUIREMENTS EXCEPT THE PASSING OF ONE OR MORE REGENTS COMPETENCY EXAMINATIONS HAVE THE RIGHT TO RECEIVE THEIR HOME SCHOOL DIPLOMA AS SOON AS THIS REQUIREMENT IS MET. THE HIGH SCHOOL DIVISION PLACES NO TIME LIMITATION ON THIS RIGHT. THE ONLY EXCEPTION IS A STUDENT WHO RECEIVES 3 OR MORE CREDITS FROM EVENING SCHOOL. THIS STUDENT SHALL RECEIVE THE EVENING SCHOOL DIPLOMA.

## • OPTIONS FOR SENIORS WHO FAIL COMPETENCY TESTS

SENIORS WHO HAVE MET ALL REQUIREMENTS FOR GRADUATION EXCEPT THE PASSING OF RCT'S MAY BE OFFERED THE FOLLOWING OPTIONS.

THEY MAY CONTINUE IN THE REGULAR DAY SCHOOL UNTIL AGE 21. STUDENTS WHO CHOOSE THIS OPTION ARE SUBJECT TO ALL REGULATIONS OF THE REGULAR DAY SCHOOL INCLUDING THE TAKING OF THE MINIMUM NUMBER OF COURSES REQUIRED BY ALL OTHER STUDENTS. NO STUDENT MAY REMAIN IN DAY SCHOOL WITH FEWER THAN FOUR (4) CLASSES. STUDENTS SHOULD BE ENCOURAGED TO SELECT THIS OPTION.

THEY MAY OPT TO RECEIVE REMEDIATION IN AN EVENING HIGH SCHOOL. THE HOME DAY SCHOOL WILL ISSUE THE DIPLOMA WHEN THE REQUIRED EXAMINATIONS ARE PASSED.

THEY MAY CHOOSE TO RECEIVE REMEDIATION IN ONE OF THE SATURDAY CLASSES SET UP BY THE HIGH SCHOOL DIVISION TO ASSIST STUDENTS IN PASSING COMPETENCY EXAMINATIONS. THE DIPLOMA WILL BE ISSUED BY THE HOME DAY SCHOOL.

SOME STUDENTS MAY WISH TO TAKE THE EXAMINATIONS FOR A HIGH SCHOOL EQUIVALENCY DIPLOMA (GED TEST). THOSE WHO ARE SUCCESSFUL MAY NOT EXCHANGE THE GED FOR A SCHOOL DIPLOMA. STUDENTS WHO CHOOSE THIS OPTION ARE TO BE DISCHARGED FROM THE DAY SCHOOL.

SOME STUDENTS MAY DECIDE TO SEEK REMEDIATION THROUGH SOURCES OUTSIDE THE AEGIS OF THE BOARD OF EDUCATION. SUCH STUDENTS SHOULD BE PROVIDED WITH THE OPPORTUNITY, THROUGH THEIR REGULAR DAY HIGH SCHOOL, TO RETURN AND TAKE THE REQUIRED EXAMINATION AT A REGULARLY SCHEDULED TIME. SUCCESSFUL STUDENTS SHOULD RECEIVE THEIR SCHOOL'S DIPLOMA. THERE SHOULD BE NO TIME LIMITATION ON THIS OPTION.

SOME STUDENTS IN THE CATEGORY OUTLINED IN #5 ABOVE MAY CHOOSE TO SIT FOR THE EXAMINATION IN AN EVENING HIGH SCHOOL. IF SUCCESSFUL, THE DIPLOMA WILL BE GRANTED BY THE HOME DAY SCHOOL. THERE SHOULD BE NO TIME LIMITATION ON THIS OPTION.

QUESTIONS REGARDING THIS MEMORANDUM SHOULD BE REFERRED TO THE RESPECTIVE BOROUGH SUPERVISOR OF GUIDANCE.

## 4.6 DAY AND EVENING SUMMER HIGH SCHOOLS
(H.S. MEMORANDUM #89, DATED 5-1-81)

- ELIGIBILITY
  - PUPILS MUST BE NEW YORK CITY RESIDENTS.
  - STUDENTS WHO, IN ACCORDANCE WITH LEGISLATIVE MANDATE, MAY BE ABLE TO ENTER ONE OF THE SPECIALIZED DAY HIGH SCHOOLS UPON SUCCESSFUL COMPLETION OF A REMEDIAL PROGRAM.
  - STUDENTS WHO DO NOT MEET THE ABOVE CRITERIA WILL NOT BE ADMITTED. THESE REGULATIONS INCLUDE STUDENTS WHO ATTEND ALTERNATIVE HIGH SCHOOLS.
- GUIDELINES
  - PUPILS WHOSE MENTAL, EMOTIONAL OR PHYSICAL HEALTH MIGHT BE ENDANGERED BY THE PRESSURE OF 90-MINUTE PERIODS OF INSTRUCTION DURING THE HEAT OF THE SUMMER, SHOULD NOT BE GIVEN PERMISSION TO ATTEND SUMMER SCHOOL.
  - STUDENTS ARE EXPECTED TO ATTEND THE DAY SCHOOLS. IF THE STUDENT IS OVER 16 AND THERE ARE SPECIAL CIRCUMSTANCES WARRANTING EVENING HIGH SCHOOL ATTENDANCE, THE PRINCIPAL SHOULD ATTACH A LETTER EXPLAINING THE SITUATION AND APPROVING THE EVENING SCHOOL ENROLLMENT.
  - STUDENTS, WHEREVER POSSIBLE, SHOULD ATTEND THE SCHOOL IN THE BOROUGH IN WHICH THEY RESIDE.
  - THE GRANTING OF PERMISSION FOR SUMMER STUDY IS A GUIDANCE FUNCTION OF THE HOME SCHOOL. THEREFORE, NOT ONLY SHOULD COMPLETE INFORMATION BE MADE AVAILABLE TO ALL PUPILS, BUT ADEQUATE OPPORTUNITY SHOULD BE GIVEN FOR STUDENTS TO APPLY FOR SUMMER STUDY.

- Pupils who wish to attend private summer high school should be given their permission cards for personal registration. The selection of an accredited private school is a matter which must be decided by the parents and the students.

## 4.7 HIGH SCHOOL TRANSFER AND PLACEMENT

(H.S. Memorandum #100, dated May 30, 1979)

### 4.7.1 THE OFFICE OF HIGH SCHOOL ADMISSIONS

- Areas of referral
  - Students returning from institutional settings, hospital schools, group homes, drug facilities, etc.
  - Students from Special Education Programs who have been decertified by the Committee on the Handicapped.
  - Students who live in Starrett City or on Roosevelt Island.
  - Appeals of placements in educational options or excess vocational appeals (Fall term only).
  - Foreign, out-of-city and private school students who do not wish to attend their zoned school.
  - Students seeking transfer to schools other than their zoned academic high school.
  - Students who have moved into a choice of admissions or open admissions area and who need placement or who seek a transfer.
  - Students who have dropped out of high school and whose zoned school is not the former school. High School Placement records will be checked before assignment.

- Students who have special problems concerning high school placement or transfer who may be referred by a principal and/or assistant principal in charge of guidance or by self-referral. Parent or legal guardian must accompany the student to the interview. Form VI must accompany the referral.

- Veterans who have been honorably discharged who may be referred by veteran's agencies or may be self-referred.

- The Office of High School Admissions does not handle discipline transfers, administrative suspense transfers, nor does it handle intensive guidance situations or discipline problems. School Guidance Personnel should consult with the appropiate Supervisor of Guidance regarding these students.

- All questions related to Placement and Transfer should be directed to this office (H.S. Memorandum #91, dated 5-6-1981)

### 4.7.2 PLACEMENT OR TRANSFER OF STUDENTS TO ACADEMIC/COMPREHENSIVE HIGH SCHOOLS OTHER THAN THE ONES FOR WHICH THEY ARE ZONED

- GENERAL GUIDELINES

  - The educational programs of academic-comprehensive high schools are broadly designed to meet the needs of all students.

  - Requests for variance placements may not be used to negate legitimate zoning or integration procedures.

  - No locally zoned high school may engage in recruitment activities outside its zone. Recruitment notices may be circulated only within its normal feeder school pattern. The wording on any fliers, notices or advertisements must not contain any language inviting city-wide applications or an all-borough admissions policy.

  - Individual schools may not accept out-of-zone students without written authorization from the Office of High Schools Admissions (OHSA).

  - Requests for sports or bilingual placements should be initiated by the sending school counselor before April 1st for the next school year. Where granted, students will be placed into the academic comprehensive high school nearest to the student's home which offers the requested program.

- SPORTS PLACEMENT

THE STUDENT HAS DEMONSTRATED A SPECIAL TALENT AND INTEREST IN AN INTERSCHOLASTIC SPORTS PROGRAM NOT OFFERED IN THE ZONED HIGH SCHOOL.

ELIGIBILITY

- ELIGIBLE STUDENTS ARE THOSE IN GRADUATING CLASSES OF INTERMEDIATE AND JUNIOR HIGH SCHOOLS AND IN GRADES 9 AND 10 IN HIGH SCHOOL.

- PSAL REGULATIONS REQUIRE THAT AN APPLICANT BE IN GOOD ACADEMIC STANDING TO BE ELIGIBLE FOR PARTICIPATION IN INTERSCHOLASTIC SPORTS.

- STUDENTS ARE ACCEPTED TO A SCHOOL PENDING ACCEPTANCE ON THE TEAM TO WHICH THEY APPLIED.

- STUDENTS WHO ARE NOT ACCEPTED TO THE TEAM ARE RETURNED TO THEIR ZONED SCHOOLS AT THE END OF THE TERM IN WHICH THEY TRIED OUT FOR THE TEAM.

- STUDENTS WHO DO NOT REMAIN ON THE TEAM FOR WHICH THEY ARE SELECTED FOR ONE YEAR MUST RETURN TO THEIR HOME SCHOOL. THIS REQUIREMENT WILL BE MONITORED BY OHSA.

PROCEDURES

- PARENT AND STUDENT REQUEST A SPORTS PLACEMENT FROM THE FEEDER SCHOOL COUNSELOR WHO EXPLAINS ELIGIBILITY REQUIREMENTS AND PLACEMENT GUIDELINES. THE HIGH SCHOOL GAMES COMMITTEE REPRESENTATIVE ARRANGES FOR THE STUDENT TO BE INTERVIEWED BY THE TEAM COACH.

- IF THE STUDENT IS ACCEPTED, THE HIGH SCHOOL GAMES COMMITTEE REPRESENTATIVE SENDS A SIGNED ELIGIBILITY LETTER TO THE FEEDER SCHOOL COUNSELOR.

- THE FEEDER SCHOOL COUNSELOR FORWARDS THE SIGNED ELIGIBILITY LETTER, TOGETHER WITH THE HIGH SCHOOL APPLICATION AND THE SPORTS PLACEMENT REQUEST FORM TO OHSA FOR REVIEW AND CERTIFICATION OF DATA.

- OHSA WILL NOTIFY THE PARENT AND STUDENT IF THE PLACEMENT REQUEST HAS BEEN GRANTED. OHSA WILL ALSO PROVIDE LISTS TO THE SENDING AND RECEIVING SCHOOLS OF THE STUDENTS WHO HAVE BEEN ACCEPTED AND THOSE WHOSE REQUESTS HAVE BEEN DENIED.

- IF THE REQUEST IS DENIED, OHSA WILL SEND A LETTER TO THE PARENT STATING THE REASON FOR THE DENIAL. SHOULD THE DENIAL BE BASED PURELY ON AN INAPPROPRIATE SCHOOL REQUEST, OHSA WILL ENCLOSE A BLANK ELIGIBILITY LETTER ALLOWING THE STUDENT TO REAPPLY TO THE APPROPRIATE SCHOOL.

- BILINGUAL PLACEMENTS

THE BOARD OF EDUCATION OFFERS BILINGUAL EDUCATION IN THE FOLLOWING LANGUAGES: ARABIC, CHINESE, FRENCH, GREEK, ITALIAN, KOREAN, RUSSIAN AND SPANISH. THESE PLACEMENTS ARE MADE WHEN THE STUDENT REQUIRES A BILINGUAL PROGRAM NOT OFFERED IN THE ZONED HIGH SCHOOL.

ELIGIBILITY

STUDENTS WHOSE ENGLISH LAB SCORES ARE BELOW THE 21% AND WHOSE LAB SCORES IN ANY OF THE ABOVE FOREIGN LANGUAGES EXCEED THE 21% ARE ELIGIBLE FOR BILINGUAL EDUCATION IN THAT FOREIGN LANGUAGE.

PROCEDURE

- THE GUIDANCE COUNSELOR OF THE FEEDER SCHOOL SHOULD SEND THE HIGH SCHOOL APPLICATIONS OF STUDENTS ELIGIBLE FOR BILINGUAL EDUCATION TO OHSA IF THE HIGH SCHOOLS THEY ARE SCHEDULED TO ENTER DO NOT OFFER THE PROGRAM IN THE APPROPRIATE FOREIGN LANGUAGE.

- OHSA WILL ASSIGN STUDENTS TO THE SCHOOL NEAREST THEIR HOMES WHICH OFFER THE REQUIRED PROGRAM.

- OHSA WILL NOTIFY THE SENDING SCHOOL OF THE ASSIGNMENT. THE APPLICATION WILL BE FORWARDED TO THE APPROPRIATE RECEIVING SCHOOL.

- MEDICAL OR SAFETY PLACEMENTS OR TRANSFERS

THESE PLACEMENTS AND TRANSFERS ARE MADE WHEN THERE ARE DOCUMENTED MEDICAL OR PERSONAL SAFETY REASONS WHY A STUDENT SHOULD NOT ATTEND THE ZONED HIGH SCHOOL.

PROCEDURE

- STUDENTS IN HIGH SCHOOL SHOULD REQUEST A FORM VI-A FROM THEIR COUNSELOR IN JUNE.

- REQUESTS FOR STUDENTS ENTERING HIGH SCHOOL MAY BE INITIATED AT THE ZONED HIGH SCHOOL IN SEPTEMBER.

- ALL REQUESTS MUST BE APPROVED BY THE OFFICE OF HIGH SCHOOL ADMISSIONS.

- FOR MEDICAL PLACEMENT OR TRANSFERS

STUDENTS REQUESTING PLACEMENT OR TRANSFER FOR MEDICAL REASONS MUST ATTACH THE COMPLETED "REQUEST FOR MEDICAL REVIEW" (FORM PRS #1) ATTACHED TO THE "APPLICATION FOR INTER HIGH SCHOOL TRANSFER" (FORM VI-A).

IF THE MEDICAL CONDITION IS INDICATED ON THE STUDENT'S HEALTH RECORD A COPY OF THE RECORD SHOULD ALSO BE ATTACHED.

- FOR PERSONAL SAFETY PLACEMENT OR TRANSFERS

STUDENTS REQUESTING PLACEMENT OR TRANSFER FOR REASONS OF PERSONAL SAFETY MUST HAVE DOCUMENTATION ATTACHED TO THE FORM VI-A. THIS DOCUMENTATION MUST BE A POLICE DOCKET NUMBER AND A LETTER OF EXPLANATION FROM THE ASSISTANT PRINCIPAL, PUPIL PERSONNEL SERVICES.

WHERE THE INCIDENT OCCURRED IN OR AROUND THE HIGH SCHOOL, A COPY OF THE "INCIDENT REPORT" MUST BE ATTACHED TO THE FORM VI-A.

### 4.7.3 REFERRALS FOR TRANSFERS AT BEGINNING OR END OF SCHOOL TERM

(H.S. MEMORANDUM #106 DATED 6/1/81)

- REASONS AND PLACE OF REFERRAL

REFERRALS TO ZONED HIGH SCHOOL

- FOREIGN, OUT-OF-CITY AND PRIVATE SCHOOL STUDENTS WHO LIVE IN THE ZONE
- HIGH SCHOOL DROPOUTS UNDER THE AGE OF 21 WHO STILL RESIDE IN THE ZONE
- THOSE SEEKING TRANSFER TO THEIR ZONED HIGH SCHOOL
- STUDENTS WHO APPEAR AT SCHOOLS OTHER THAN THEIR ZONED HIGH SCHOOL SHOULD BE DIRECTED TO THE APPROPRIATE SCHOOL. (PLEASE REFER TO THE NEW YORK CITY HIGH SCHOOL DIRECTORY). QUESTIONS MUST BE REFERRED TO THE OFFICE OF ZONING AND INTEGRATION.
- STUDENTS RETURNING FROM SPECIAL PROGRAMS (SPECIALIZED HIGH SCHOOLS, SPECIAL COURSES IN ACADEMIC/COMPREHENSIVE HIGH SCHOOLS, EDUCATIONAL OPTIONS AND VOCATIONAL SCHOOLS) MUST RETURN TO THEIR ZONED HIGH SCHOOLS.

## REFERRALS TO THE BOROUGH CENTERS

STUDENTS SHOULD BE REFERRED TO THE CENTER IN THE BOROUGH OF RESIDENCE. CENTERS AS WELL AS SPECIFIC DATES AND TIMES ARE DETERMINED EACH SEMESTER. DURING THE TERM, THESE TRANSFERS ARE HANDLED BY THE OFFICE OF HIGH SCHOOL ADMISSIONS. (SEE 4.6.1)

- STUDENTS SEEKING TRANSFER TO OTHER THAN THEIR ZONED ACADEMIC HIGH SCHOOL WHO PRESENT PROPER DOCUMENTATION

- STUDENTS WHO HAVE MOVED INTO AN OPEN ADMISSIONS OR CHOICE OF ADMISSIONS AREA SINCE SEPTEMBER, 1980 AND HAVE NOT FILED A CHOICE/OPEN ADMISSIONS APPLICATION

- STUDENTS WHO HAVE DROPPED OUT OF HIGH SCHOOL AND ARE NO LONGER LIVING IN THE ZONE OF THEIR FORMER SCHOOL

- STUDENTS WHO LIVE IN STARRETT CITY AND PRESENT BELMAR MANAGEMENT PAPERS

## REFERRALS TO THE OFFICE OF HIGH SCHOOL ADMISSIONS

- STUDENTS RETURNING TO SCHOOL AFTER THE TERMINATION OF THEIR PREGNANCY WHO CHOOSE NOT TO RETURN TO THEIR HOME SCHOOL

- STUDENTS WHO ARE IN AGENCY CARE

- STUDENTS RETURNING FROM INSTITUTIONAL SETTINGS, INCLUDING HOSPITALS, HOSPITAL SCHOOLS, DRUG FACILITIES, ETC. STUDENTS WHO HAVE NOT BEEN OFFICIALLY DISCHARGED MUST BE ACCEPTED FIRST BY THE SCHOOL IN WHICH THEY WERE ENROLLED BEFORE BEING INSTITUTIONALIZED. IF REQUIRED, THE ASSISTANT PRINCIPAL WILL THEN FILE A DOCUMENTED REQUEST FOR TRANSFER AND REFER THE STUDENT TO THE OFFICE OF HIGH SCHOOL ADMISSIONS.

## PROCEDURES TO BE FOLLOWED BY SENDING SCHOOLS

- ALL STUDENTS MUST CONTINUE ATTENDING THEIR CURRENT SCHOOLS UNTIL THE TRANSFER HAS BEEN EFFECTED.

- ALL REQUESTS FOR TRANSFERS MUST BEGIN WITH A GUIDANCE INTERVIEW IN THE STUDENT'S HOME HIGH SCHOOL.

- NO STUDENT REFERRAL IS TO BE MADE UNTIL SUCH CONFERENCE HAS

TAKEN PLACE AND A FORM VIA, SUBMITTED IN DUPLICATE, HAS BEEN COMPLETELY FILLED OUT AND SIGNED BY THE ASSISTANT PRINCIPAL-GUIDANCE. ALL ATTACHMENTS (TRANSCRIPTS, INCIDENT REPORTS OR MEDICAL REPORTS WHERE APPLICABLE) MUST ALSO BE IN DUPLICATE. CONFIDENTIAL INFORMATION SHOULD BE SUMMARIZED ON SCHOOL STATIONERY, PLACED IN A SEALED ENVELOPE, AND SUBMITTED ALONG WITH THE FORM VIA. IMMUNIZATION STATUS (PROVISIONAL OR COMPLETED) MUST BE INCLUDED ON FORM VIA. NO FORM VIA SHOULD BE GIVEN TO STUDENTS WITH UNSATISFACTORY IMMUNIZATION STATUS.

- SCHOOLS SHOULD INFORM PARENTS OR GUARDIANS THAT THEY MUST ACCOMPANY THE STUDENT TO THE INTERVIEW AT THE BOROUGH CENTER OR OFFICE OF HIGH SCHOOL ADMISSIONS, BRINGING WITH THEM PROOF OF ADDRESS (I.E. UTILITY BILL) AND GUARDIANSHIP PAPERS, WHERE APPLICABLE.
- REFERRALS TO THE BOROUGH CENTER OR TO THE OFFICE OF HIGH SCHOOL ADMISSIONS SHOULD BE MADE TO THE SITE, NOT TO ANY INDIVIDUAL.
- THE ASSISTANT PRINCIPAL-GUIDANCE IN EACH SCHOOL IS RESPONSIBLE FOR COORDINATING ALL COMMUNICATIONS BETWEEN THE SCHOOL, THE BOROUGH CENTER AND THE OFFICE OF HIGH SCHOOL ADMISSIONS.
- THE ISSUANCE OF A TRANSFER FORM FROM THE OFFICE OF HIGH SCHOOL ADMISSIONS IS NOT AN OFFICIAL DISCHARGE. SENDING SCHOOLS MUST NOT DISCHARGE A STUDENT UNTIL THEY HAVE BEEN OFFICIALLY NOTIFIED BY THE RECEIVING HIGH SCHOOL THAT THE STUDENT IS ON THEIR REGISTER.

### 4.7.4 INSTRUCTIONS FOR ARTICULATION OF SPECIAL EDUCATION STUDENTS

(H.S. MEMO #103, DATED JUNE 3, 1983)

THIS MEMORANDUM OUTLINES SPECIFIC PROCEDURES TO BE FOLLOWED IN THE ARTICULATION OF SPECIAL EDUCATION STUDENTS INTO HIGH SCHOOLS.

#### GENERAL GUIDELINES

SPECIAL EDUCATION STUDENTS ARE ASSIGNED TO THEIR ZONED HIGH SCHOOL UNLESS:

- THE ZONED HIGH SCHOOL HAS NO CLASS FOR THE HANDICAPPING CONDITION (THE STUDENT WILL THEN BE ASSIGNED TO THE NEXT NEAREST SCHOOL WITH AN APPROPRIATE CLASS);
- THE STUDENT HAS BEEN APPROVED FOR A VOCATIONAL OR SPECIAL HIGH SCHOOL ASSIGNMENT;
- THE STUDENT HAS AN OFFICE OF ZONING AND INTEGRATION ASSIGNMENT.

STUDENTS UNDERGOING RE-EVALUATION WILL BE ARTICULATED TO HIGH SCHOOL UNDER THEIR PRESENT CLASSIFICATION. UPON RE-EVALUATION, PLACEMENT WILL BE REVIEWED FOR APPROPRIATENESS.

MAY 1983

- HIGH SCHOOL APPLICATIONS ARE FORWARDED TO THE OFFICE OF HIGH SCHOOL ADMISSIONS.
- APPLICATIONS ARE SCREENED FOR APPROPRIATENESS TO HIGH SCHOOL BY THE SPECIAL EDUCATION REGIONAL DESIGNEE AND FOR APPROPRIATENESS TO SPECIAL PROGRAMS (I.E., VOCATIONAL SCHOOLS, EDUCATIONAL OPTIONS) BY THE SPECIAL EDUCATION HIGH SCHOOL SUPERVISOR.
- EXCEPTIONS TO PROMOTION ARE REVIEWED BY THE HIGH SCHOOL SUPERVISORS OF GUIDANCE.

JUNE 1983

- THE OFFICE OF HIGH SCHOOL ADMISSIONS WILL FORWARD TO THE JUNIOR HIGH AND INTERMEDIATE SCHOOLS THE NAMES OF STUDENTS WHO HAVE BEEN ASSIGNED TO HIGH SCHOOLS.
- THE JUNIOR HIGH SCHOOLS WILL PREPARE AND TRANSMIT LIST NOTICES TO THE HIGH SCHOOLS. THE ONLY NAMES ON THE LIST NOTICE SHOULD BE THOSE OF STUDENTS ASSIGNED BY THE OFFICE OF HIGH SCHOOL ADMISSIONS.
- ADMINISTRATIVE PROCEDURES REGARDING PUPIL ACCOUNTING FOR SPECIAL EDUCATION STUDENTS ARE THE SAME AS FOR REGULAR STUDENTS (I.E., RECORDS, ADMISSIONS, DISCHARGES). IN ADDITION, THE DIVISION OF SPECIAL EDUCATION DATA BANK MUST BE APPROPRIATELY NOTIFIED.

QUESTIONS RELATED TO THIS MEMORANDUM SHOULD BE REFERRED TO THE OFFICE OF HIGH SCHOOL ADMISSIONS, ATTENTION FRIEDA KLAPERMAN, 505-0262.

### 4.7.5 HIGH SCHOOL APPLICATIONS FOR RESIDENTS NEW TO NEW YORK

(H.S. MEMO #8, DATED SEPTEMBER 7, 1982)

IN THE PAST, STUDENTS WHO BECAME RESIDENTS OF NEW YORK CITY AFTER THE HIGH SCHOOL ADMISSIONS PROCESS WAS UNDERWAY WERE AFFORDED THE OPPORTUNITY TO APPLY TO SOME SPECIAL PROGRAMS, BUT NOT OTHERS, THUS CREATING INEQUITIES IN THE SYSTEM.

PLEASE BE ADVISED THAT BEGINNING SEPTEMBER, 1982, SUCH STUDENTS WILL BE ELIGIBLE TO APPLY TO ANY SPECIAL PROGRAM PRIOR TO THE OPENING OF SCHOOL THE FOLLOWING SEPTEMBER. THIS POLICY CHANGE APPLIES TO ANY NEW RESIDENTS IN GRADES 8 OR 9 WHO ATTENDED A SCHOOL SYSTEM OUTSIDE OF NEW YORK CITY PRIOR TO THEIR FILING OF A NEW YORK CITY HIGH SCHOOL APPLICATION. THESE APPLICATIONS WILL UNDERGO THE SAME SCRUTINY AS ALL EARLIER APPLICATIONS.

NEW RESIDENTS MAKING APPLICATION AFTER NOVEMBER 9, 1982 BUT BEFORE FEBRUARY 1, 1983 WILL HAVE THEIR FORMS PROCESSED THROUGH THE AUTOMATED ADMISSIONS SYSTEM.

NEW RESIDENTS APPLYING AFTER FEBRUARY 1, 1983 WILL HAVE THEIR APPLICATIONS REVIEWED AND WILL BE NOTIFIED IN JUNE OR SEPTEMBER, PRIOR TO THE OPENING OF SCHOOL.

## 4.8 ADMISSION OF GATES STUDENTS INTO HIGH SCHOOLS

(HIGH SCHOOL MEMO # 57, DATED FEBRUARY 19, 1982)

BEGINNING FEBRUARY 1, 1982, STUDENTS PROMOTED INTO GRADE 8 AS A RESULT OF PASSING THE 7TH GRADE GATES EXAMINATIONS AT MID-YEAR, ARE NOW ELIGIBLE TO FILE AN APPLICATION FOR HIGH SCHOOL ADMISSION FOR THE FOLLOWING SEPTEMBER.

### PROCEDURES

#### GENERAL GUIDELINES

- ALL STUDENTS WILL COMPLETE SIMULTANEOUSLY AN APPLICATION FOR THEIR ZONED HIGH SCHOOL AND FOR ANY SPECIAL PROGRAM FOR WHICH THEY WISH TO BE CONSIDERED. STUDENTS IN A CHOICE OF ADMISSIONS ZONE ARE REQUIRED ALSO TO FILL OUT APPLICATIONS DEVELOPED BY THE OFFICE OF ZONING AND INTEGRATION.
- ALL APPLICATIONS FOR SPECIAL PROGRAMS, WITH TRANSMITTALS, ARE TO BE SENT TO THE OFFICE OF HIGH SCHOOL ADMISSIONS FOR PROCESSING.
- APPLICATIONS FOR ZONED HIGH SCHOOLS WILL BE SENT TO THE RESPECTIVE HIGH SCHOOLS ALONG WITH ALL ZONED HIGH SCHOOL APPLICATIONS.
- THE CHOICE OF ADMISSIONS APPLICATIONS SHOULD BE SENT DIRECTLY TO THE OFFICE OF ZONING AND INTEGRATION.
- TEST SCORES ON ALL APPLICATIONS MUST BE IN GRADE EQUIVALENTS ONLY.
- DUE DATES WILL BE DESIGNATED BY THE DIVISION OF HIGH SCHOOLS.

### EDUCATIONAL OPTIONS AND UNSCREENED VOCATIONAL APPLICATIONS

STUDENTS WISHING TO APPLY TO AN EDUCATIONAL OPTION OR UNSCREENED VOCATIONAL PROGRAM WILL FILL OUT AN APPLICATION FOR EACH, IN ACCORDANCE WITH THE DIRECTORY OF PUBLIC HIGH SCHOOLS, PP.13-15. A STUDENT MAY INDICATE THREE CHOICES ON EACH APPLICATION. HOWEVER, SECOND AND THIRD CHOICES WILL NOT BE CONSIDERED UNLESS ALL STUDENTS ON THE FIRST CHOICE WAITING LIST HAVE BEEN ASSIGNED. EDUCATIONAL OPTION APPLICATIONS WILL BE REVIEWED BY THE HIGH SCHOOLS FOR ELIGIBILITY FOR THEIR SPECIFIC PROGRAMS. STUDENTS WILL BE PLACED ON THE WAITING LIST OF THE FIRST CHOICE SCHOOL AND CONSIDERED WITH THOSE AWAITING SELECTION THROUGH THE RANDOM SAMPLING PROCESS.

### SCREENED COURSES

STUDENTS APPLYING TO SCREENED PROGRAMS REQUIRING AN EXAMINATION OR INTERVIEW WILL BE NOTIFIED OF THE DATE FOR SUCH SCREENING BY THE APPROPRIATE HIGH SCHOOL. THIS DATE WILL BE IN JUNE OR EARLY SEPTEMBER BEFORE THE OFFICIAL OPENING OF SCHOOL.

## 4.9 SPECIALIZED HIGH SCHOOLS AND PROCEDURES

- Specialized High School Deferments
  (H.S. Memorandum #40 dated 11-28-79)

  As of September, 1980 students accepted to Brooklyn Technical High School, Bronx High School of Science, and Stuyvesant High School no longer have the option to defer their placement until the following year.

  8th grade students who are offered placement and decline may take the test again in grade 9.

## 4.10 GUIDELINES FOR RETENTION STUDENTS IN SPECIAL PROGRAMS

(H.S. Memorandum #56, dated January 17, 1980)

These guidelines supercede and amplify the scope of Item II, Retention of Students, in High School Memorandum #26, Guidelines for Acceptance, Retention, and Transfer of Students in Educational Option Programs, October 19, 1977, and will be effective immediately.

- All students assigned to special programs (specialized high schools, specialized courses in academic/comprehensive high schools, educational options and vocational courses) must remain in the program for a minimum of six months (one (1) term).
- At the request of the parent and student a transfer may be effected to the local high school at the end of the minimum one term requirement.
- This recommendation should be based upon a study or examination of the student's attendance record and academic performance; it must also include a guidance conference between the parent, student and members of the school's guidance staff designated as acting for the principal.
- It is the responsibility of the school with the special program to provide whatever assistance a student needs to succeed in that program. This includes but is not limited to remediation and the opportunity to re-take a course which the student has failed. Students may not be transferred to their zoned school unless a request for transfer is intiated in writing by the parent.
- No transfer will be granted from a special program beyond the second half of the junior year without special permission from the appropriate high school superintendent. Students should be encouraged to remain in the special program until graduation even if they are unable to receive the endorsement granted to those who have completed the special requirements of the program beyond those outlined

IN CIRCULAR 90. REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA, 1971. IN SUCH CASES SCHOOLS SHOULD HAVE DOCUMENTATION OF CONFERENCES AND REPORTS TO PARENTS SHOWING COMMUNICATION WITH THE HOME.

- ANY SPECIAL PROBLEMS OF ORGANIZATION, ADMISSION AND TRANSFER MUST BE RESOLVED IN CONSULTATION WITH THE APPROPRIATE HIGH SCHOOL SUPERINTENDENT.

## 4.11 GUIDELINES FOR HIGH SCHOOL EQUIVALENCY PREPARATION CLASSES IN THE DAY HIGH SCHOOLS (HS MEMORANDUM #47, DATED JANUARY 8, 1980)

### 4.11.1 ELIGIBILITY FOR CLASS

STUDENTS ACCEPTED INTO A HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM SHOULD MEET ALL THE FOLLOWING CRITERIA:

- OVER 16 YEARS OF AGE
- INSUFFICIENT CREDITS TO BE ABLE TO GRADUATE WITH THEIR CLASS
- A MINIMUM OF THREE YEARS AS A HIGH SCHOOL STUDENT

### 4.11.2 DIPLOMA REGULATIONS

BY ORDER OF THE STATE DEPARTMENT OF EDUCATION, AS OF SEPTEMBER 25, 1978, A HIGH SCHOOL EQUIVALENCY DIPLOMA MAY NO LONGER BE EXCHANGED FOR A NEW YORK CITY HIGH SCHOOL DIPLOMA (H.S. MEMO #10, DATED 10/18/78)

### 4.11.3 . ACADEMIC REQUIREMENTS

BECAUSE SUCCESS IN THE TEST IS BASED ON READING ABILITY PLUS SUBJECT AREA KNOWLEDGE, TO ENROLL A STUDENT WITH LOWER SCORES WOULD VIRTUALLY ENSURE FAILURE IN THE EQUIVALENCY EXAMINATION. THE STUDENT SHOULD THEREFORE HAVE A READING SCORE ON A STANDARDIZED TEST OF 8.0 OR HIGHER OR A PASSING SCORE ON THE REGENTS COMPETENCY TEST IN READING OR THE COMPREHENSIVE ENGLISH REGENTS EXAMINATION AND A MATHEMATICS SCORE OF 7.6 OR HIGHER OR A PASSING SCORE ON THE REGENTS COMPETENCY TEST IN MATHEMATICS REGENTS EXAMINATION.

### 4.11.4 . ELIGIBILITY FOR G.E.D. EXAMINATION

RESIDENTS OF NEW YORK FOR AT LEAST ONE MONTH MAY TEST FOR THE HIGH SCHOOL EQUIVALENCY DIPLOMA OR APPLY FOR THE DIPLOMA IF THEY ARE:

- 19 YEARS OF AGE, OR OLDER
- BETWEEN 17 AND 19 YEARS OF AGE AND HAVE BEEN OUT OF SCHOOL FOR ONE YEAR

- BETWEEN 17 AND 19 YEARS OF AGE AND WERE MEMBERS OF A HIGH SCHOOL CLASS WHICH HAS GRADUATED (AS SET FORTH IN THE NEW YORK STATE HIGH SCHOOL EQUIVALENCY PROGRAM INFORMATION BROCHURE, FALL 1978 EDITION, PUBLISHED BY THE UNIVERSITY OF THE STATE OF NEW YORK, THE STATE EDUCATION DEPARTMENT, DIVISION OF EDUCATIONAL TESTING, ALBANY, NEW YORK 11234).

## 4.11.5 . PROGRAMMING AND CREDITS

### TEACHERS

THE EQUIVALENCY EXAMINATION IS DIVIDED INTO FIVE SECTIONS: WRITING SKILLS, READING SKILLS, SOCIAL STUDIES, SCIENCE, AND MATHEMATICS. FROM TWO TO FOUR TEACHERS MAY BE USED IN A COMBINATION SUITED TO THE SCHOOL'S RESOURCES, BUT IN ANY COMBINATION THERE SHOULD BE ONE MATHEMATICS SKILLS SPECIALIST. TEACHERS SELECTED FOR THESE CLASSES SHOULD ALSO HAVE A BACKGROUND IN REMEDIAL INSTRUCTION.

### STUDENTS:

- SHOULD BE PROGRAMMED IN A COMBINATION WHICH PROVIDES THEM WITH PREPARATION CLASSES AND/OR REGULAR MAJORS FOR A TOTAL OF NO FEWER THAN FIVE PERIODS OF INSTRUCTION.
- SHOULD BE SCHEDULED TO TAKE THE HIGH SCHOOL EQUIVALENCY EXAMINATION AT THE END OF A PREPARATION CLASS SEQUENCE; TO ALLOW STUDENTS TO SIT FOR THE EXAMINATION WHENEVER THEY FEEL READY WILL DISRUPT THE CONTINUITY OF THE PROGRAM AND CLASSES.
- MAY BE GRANTED UP TO ONE FULL YEAR OF ACADEMIC CREDIT FOR PREPARATION CLASSES SUCCESSFULLY ATTENDED AND COMPLETED.

## 4.11.6 SUGGESTED SUPPORT SERVICES

ARRANGE FOR PERIODIC GROUP GUIDANCE SESSIONS WHICH WOULD INCORPORATE APTITUDE TESTING, GUEST SPEAKERS, COLLEGE AND CAREER COUNSELING, JOB SEEKING TECHNIQUES

ORGANIZE SMALLER AND MORE PERSONAL COUNSELING GROUPS TO BE LED BY A GUIDANCE COUNSELOR OR TRAINED SPARK PERSONNEL

SET UP SYSTEM FOR TEACHERS TO MAINTAIN CLOSE HOME CONTACTS REGARDING ATTENDANCE AND PROGRESS; HOLD ORIENTATION AND CONTINUING SESSIONS FOR PARENTS; ENCOURAGE PARENTS TO CONTACT SCHOOL BY PHONE, TO VISIT SCHOOL OFTEN, TO KEEP INFORMED OF YOUNGSTERS' PROGRESS

DEVELOP A PLAN FOR COUNSELING THOSE WHO DO NOT PASS THE EXAMINATION CONCERNING EDUCATIONAL ALTERNATIVES:

- RETURN TO FULL DAY SCHOOL PROGRAM
- REPEAT PREPARATION CLASS IN AREA(S) OF EQUIVALENCY EXAMINATION WEAKNESS
- ENTER ALTERNATIVE HIGH SCHOOL
- ENTER EVENING HIGH SCHOOL
- RE-TAKE THE HIGH SCHOOL EQUIVALENCY EXAMINATION

DEVELOP A WORK/STUDY COMPONENT USING THE PART-TIME COOPERATIVE EDUCATION MODEL.

### 4.11.7 EVALUATION

PRE-TEST AND RE-TEST EACH STUDENT IN BASIC READING AND MATHEMATICS SKILLS DURING INVOLVEMENT IN THE PREPARATION CLASSES.

COMPARE STUDENT'S ATTENDANCE AND GUIDANCE PROFILE BEFORE AND AFTER PREPARATION CLASSES.

DEVELOP AN ATTITUDINAL CHECK LIST TO BE COMPLETED BY STUDENT BEFORE AND AFTER THE PREPARATION CLASSES.

THE ULTIMATE CRITERION, OF COURSE, IS THE NUMBER PASSING THE HIGH SCHOOL EQUIVALENCY EXAMINATION; FOR THOSE WHO DO NOT PASS, THE ULTIMATE CRITERION IS THE NUMBER WHO REMAIN IN SCHOOL TO GRADUATION.

## 4.12 GUIDELINES FOR DISCHARGE OF STUDENTS OVER THE COMPULSORY ATTENDANCE AGE
(H.S. MEMO #35, DATED NOVEMBER 23, 1981, AND ADDENDUM)

THE NEW YORK STATE LEGISLATURE HAS RECENTLY ENACTED EDUCATION BILL 5984A, SETTING NEW GUIDELINES FOR THE DISCHARGE OF STUDENTS OVER THE COMPULSORY ATTENDANCE AGE. THIS MEMORANDUM INTERPRETS THOSE GUIDELINES FOR NEW YORK CITY HIGH SCHOOLS. IT IS BASED ON THE BASIC RIGHT OF ALL STUDENTS TO A FREE EDUCATION UP TO AGE 21 AND IS AN AFFIRMATION OF THE ROLE OF THE BUREAU OF ATTENDANCE TO SEEK OUT AND ENCOURAGE STUDENTS TO RETURN TO SCHOOL.

NO STUDENT OVER THE COMPULSORY ATTENDANCE AGE (FOR NEW YORK CITY, AGE 17) SHALL BE DROPPED FROM A SCHOOL REGISTER UNLESS HE OR SHE HAS BEEN ABSENT TWENTY CONSECUTIVE SCHOOL DAYS WITHOUT EXCUSE AND THERE IS FULL COMPLIANCE WITH THE FOLLOWING PROCEDURES.

### NOTIFICATION

THE PRINCIPAL SCHEDULES AND NOTIFIES BOTH THE STUDENT AND THE PARENT OR GUARDIAN OF AN INFORMAL CONFERENCE. THE NOTIFICATION MUST BE IN WRITING AND SENT TO THE STUDENT'S LAST KNOWN ADDRESS. ENVELOPES CONTAINING EACH LETTER SHOULD STATE "PLEASE FORWARD." EACH LETTER SHOULD INDICATE THAT THE PARENT OR GUARDIAN AND/OR THE STUDENT (IF OVER 18 YEARS) MAY REQUEST A CHANGE IN THE DATE AND/OR TIME OF THE CONFERENCE, PROVIDED IT IS HELD WITHIN 10 DAYS OF THE POSTMARK ON THE LETTER. THIS REQUEST MAY BE MADE BY PHONE OR IN WRITING.

### INFORMAL CONFERENCE

AT THE INFORMAL CONFERENCE THE PRINCIPAL OR DESIGNATED PUPIL PERSONNEL STAFF DETERMINES BOTH THE REASONS FOR THE STUDENT'S ABSENCE AND WHETHER REASONABLE CHANGES IN THE PUPIL'S EDUCATIONAL PROGRAM COULD ENCOURAGE AND FACILITATE HIS OR HER CONTINUANCE OF STUDY IN THE DAY HIGH SCHOOL. IF IT IS DETERMINED THAT AN INTER-HIGH SCHOOL TRANSFER IS IN THE BEST INTEREST OF THE STUDENT, A FORM VIA (APPLICATION FOR INTER-HIGH SCHOOL TRANSFER) MUST BE COMPLETED, SIGNED BY THE ASSISTANT PRINCIPAL, PUPIL PERSONNEL SERVICES, AND SENT TO THE OFFICE OF

HIGH SCHOOL ADMISSIONS FOR APPROVAL.

IF A DECISION IS MADE BY THE PARENT OR GUARDIAN AND/OR STUDENT (IF OVER 18 YEARS) THAT DAY HIGH SCHOOL EDUCATION IS TO BE TERMINATED, EFFORTS SHOULD BE MADE TO ENCOURAGE THE STUDENT TO ENROLL IN ALTERNATIVE FORMS OF EDUCATION. THIS PROCESS IS OUTLINED IN CHANCELLOR'S REGULATIONS, STUDENTS, #245, EXIT INTERVIEWS. HOWEVER, PLEASE NOTE THAT THIS NEW LAW REQUIRES THE PRINCIPAL OF THE SCHOOL TO INTERVIEW ANY STUDENT WHO IS TO BE DISCHARGED.

THE STUDENT AND THE PARENT OR GUARDIAN IS TO BE INFORMED ORALLY AND IN WRITING OF THE STUDENT'S RIGHT TO RE-ENROLL AT ANY TIME BEFORE THE AGE OF 21 IN THE SCHOOL OF LAST ATTENDANCE OR IN THE ZONED HIGH SCHOOL.

### FAILURE TO ATTEND CONFERENCE

IF THE STUDENT AND THE PARENT OR GUARDIAN FAIL, AFTER REASONABLE NOTICE, TO ATTEND THE INFORMAL CONFERENCE, THE STUDENT MAY BE DROPPED FROM ENROLLMENT PROVIDED THAT HE OR SHE AND THE PARENT OR GUARDIAN ARE NOTIFIED IN WRITING OF THE RIGHT TO RE-ENTER AT ANY TIME UP TO THE AGE OF 21.

### REQUEST FOR RE-ENTRY

DROPOUTS WHO DO NOT WISH TO RETURN TO THEIR ZONED HIGH SCHOOL OR TO THE SCHOOL OF LAST ATTENDANCE MAY EXPLORE ALTERNATIVES OPEN TO THEM BY CONTACTING THE OFFICE OF HIGH SCHOOL ADMISSIONS, HOTLINE # 254-4416.

QUESTIONS RELATED TO THE EXIT INTERVIEW DISCHARGE PROCEDURE SHOULD BE REFERRED TO THE BUREAU OF ATTENDANCE, ATTN:
CLARENCE PURVIS - CHIEF ATTENDANCE OFFICE - 596-8908 OR
HENRI BELFON - DIVISION SUPERVISOR - 596-4963.

## 4.13 SCREENING FOR GIFTED AND/OR HANDICAPPED STUDENTS

(H.S. MEMO # 12, DATED SEPTEMBER 22, 1981)

CHAPTER 53 OF THE LAWS OF 1980, SUB-DIVISION 6, SECTION 3208 REQUIRES THE SCREENING OF ALL STUDENT ENTRANTS NEW TO THE NEW YORK STATE SCHOOLS FOR THE PURPOSE OF DETERMINING THOSE STUDENTS WHO MAY POSSIBLY BE GIFTED OR WHO MAY POSSIBLY HAVE A HANDICAPPING CONDITION.

SCREENING AS DEFINED IN CHAPTER 53, IS A QUICK METHOD OF ASSESSING A STUDENT'S OVERALL PERFORMANCE TO INDICATE WHETHER OR NOT AN IN-DEPTH EVALUATION IS NECESSARY. SECTION 117.3 OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION STATES THAT THE SCREENING PROGRAM MUST REFLECT PUPIL DEVELOPMENT IN THE FOLLOWING AREAS:

- PHYSICAL DEVELOPMENT
- COGNITIVE DEVELOPMENT

- Receptive and expressive language development
- Articulation skills
- Motor development

Information collected as a result of screening becomes part of the student's permanent school record. Schools should make every effort to screen students in their dominant language.

## CENTRAL ADMINISTRATION

The New York City Public Schools Screening Program will be administered under the direction of Marvin Weingart, Assistant Superintendent, Office of Pupil Personnel Services, and coordinated by Laura Schneider, Acting Director of Screening Services. Three high school screening administrators have been assigned on a shared time basis as follows:

- One to the Brooklyn & Queens Superintendents' Offices
- One to the Manhattan & Bronx Superintendents' Offices
- One to the BASIS Superintendent's Office and the central office at 110 Livingston Street

## RESPONSIBILITIES OF BOROUGH SCREENING ADMINISTRATORS

Borough Screening Administrators assigned to the Superintendents' offices will be responsible for coordinating and supervising the screening program. Their responsibilities include:

- Coordination and supervision of the borough screening program
- Utilization of screening instruments in accord with citywide policy
- Coordination of the borough's in-service training program
- Provision of assistance to principals and teachers in the screening process.
- Dissemination of screening materials and information to high school personnel.
- Submission of data reports to central screening office.
- Attendance at meetings scheduled by the Office of Pupil Personnel Services.
- Explanation of the screening program to interested community groups and parent associations.

## DESIGNATION OF SCHOOL SCREENING COORDINATORS

Under the general direction and supervision of the Principal, an Assistant Principal should be designated who will determine the scheduling and assignment of staff to all tasks required in the screening process, including:

- Identification of students to be screened.
- Pre-screening notification to parents (Form letter will be provided to schools).
- Administration of screening instruments.
- Recording of test results on Individual Student Screening Record.

- Post screening notification of parents.
- Preparation of rosters and summary reports for principal and High School Superintendent.
- Selection of staff to administer various special tests.
- Referrals to SBST and Superintendent.

## SCREENING PROGRAM INFORMATION FOR SCHOOLS

### Identification of Students

In addition to all student entrants from outside of New York State, the law requires that all new entrants from New York City schools with no records (former dropouts) be screened.

Parents must be advised, prior to screening, via a standard form letter on school stationery. (The form letter will be provided by the administrators.)

### Notification of Results

A post screening notice must be sent to the parent in their dominant language stating the results of the screening.

Within 15 days of the screening the following must be completed:

> The records of students who fall below designated cutoff points on screening instruments will be referred to the Principal who will review the records and make a referral to SBST with the prior approval of the parent.
>
> The records of students who score significantly above average in the screening process will first be referred to the Principal for review and then to the area High School Superintendent for appropriate action.

### Screening Instruments

Instruments for screening in all required areas are being prepared and will be provided to the schools by the Office of Pupil Personnel Services through the Borough administrator. The Borough administrator will train staff in the administration of the screening instruments. Translation of the instruments will be available in several languages.

### State Compliance Issues

#### Confidentiality

A copy of the "Individual Screening Record" will be placed in each student's cumulative record. This information will be accorded the same confidential treatment given to all student records in keeping with established policies and practices of the New York City Public Schools.

ASSURANCE OF NON-BIASED SCREENING

IF THE ESTABLISHED PROCEDURES AND TEST MATERIAL ARE NOT SUITABLE FOR TRANSLATION INTO THE STUDENT'S DOMINANT LANGUAGE, THEN AN APPROPRIATE SUBSTITUTION WILL BE UTILIZED.

PARENTS WILL RECEIVE THE FOLLOWING NOTIFICATION IN THEIR DOMINANT LANGUAGE:

- ANNOUNCEMENT OF SCREENING PROGRAM
- RESULTS OF THE SCREENING PROCESS

ALL MATERIALS WILL BE CHECKED FOR SEX BIAS.

## 4.14 PROVIDING SERVICES FOR "HIGH RISK" STUDENTS

(H.S. MEMO #20, DATED SEPTEMBER 28, 1981)

AN ESTIMATED 45% OF HIGH SCHOOL STUDENTS DROP OUT AND AN EVEN GREATER PERCENTAGE ARE "AT RISK" OF DOING SO. THESE STATISTICS INDICATE THAT IT IS ESSENTIAL THAT EACH HIGH SCHOOL REVIEW ITS TOTAL EDUCATIONAL PROGRAM TO ENSURE THAT ALL STUDENTS ARE PROVIDED WITH A MAXIMALLY SUPPORTIVE SCHOOL ENVIRONMENT. IT IS PARTICULARLY IMPORTANT THAT "HIGH RISK" STUDENTS BE IDENTIFIED EARLY AND THAT THE SCHOOL DEVELOP A SUPPORTIVE NETWORK FOR INCOMING STUDENTS. THE FOLLOWING PROCEDURES AND IDEAS ARE PRESENTED AS GUIDELINES TO ASSURE THAT EVERY HIGH SCHOOL PROVIDE SERVICES THROUGH WHICH INCOMING STUDENTS ARE RETAINED.

### I. EARLY IDENTIFICATION FACTORS AS AN ESSENTIAL AID IN PLANNING

A. IDENTIFICATION OF "HIGH RISK" STUDENTS.

1. DEVELOP A PROFILE OF "HIGH RISK" STUDENT APPROPRIATE TO YOUR SCHOOL.

2. REVIEW EACH INCOMING STUDENT'S RECORD AND COMPARE WITH PROFILE.

3. CLASSIFY BY "HIGH RISK" CATEGORIES ON THE BASIS OF THE FINDINGS; FOR EXAMPLE, RETARDATION IN BASIC SKILLS, GRADE LEVEL ACHIEVEMENT, ATTENDANCE, SOCIAL, BEHAVORIAL AND/OR EMOTIONAL PROBLEMS, AGE, HOME SITUATION, ETC.

B. IDENTIFICATION OF STUDENT NEEDS, INTERESTS AND GOALS.

1. ASSESS THE NEEDS, INTERESTS AND GOALS OF EACH STUDENT BY VARIOUS METHODS. AMONG THESE MAY BE QUESTIONNAIRES, INTEREST TESTING, GROUP AND/OR INDIVIDUAL INTERVIEWING, COMMUNICATION WITH FEEDER SCHOOLS, ETC.

2. CATEGORIZE RESULTS AND UTILIZE THEM IN EVALUATING THE SCHOOL'S PROGRAMS AND CURRICULUM SO THAT THEY REFLECT THE STATED NEEDS, INTERESTS AND GOALS OF THE STUDENT.

C. IDENTIFICATION OF STAFF MEMBERS WHO WILL BE SUCCESSFUL IN WORKING WITH "HIGH RISK" STUDENTS.

SURVEY STAFF TO IDENTIFY THOSE MEMBERS WHO HAVE SKILLS, ABILITY AND PATIENCE IN DEALING WITH "HIGH RISK" STUDENTS. IDENTIFY THOSE STAFF MEMBERS WHO ARE WILLING TO COMMIT THEIR TIME AND ENERGY TO HOLDING POWER EFFORTS AND ARRANGE THEIR SCHEDULES SO THAT THEY SERVICE THE "HIGH RISK" POPULATION.

D. IDENTIFICATION OF SUPPORTIVE SERVICES PERFORMED BY THE PUPIL PERSONNEL TEAM.

SCHEDULE MEETINGS AND WORKSHOPS TO IMPROVE INTERACTION AND ARTICULATING METHODS FOR OFFERING SUPPORTIVE SERVICES TO "HIGH RISK" INCOMING STUDENTS.

E. IDENTIFICATION OF FRESHMAN CLASS PARENTS WHO ARE WILLING TO CONTRIBUTE TO AND PARTICIPATE IN VARIOUS ASPECTS OF THE SCHOOL ENVIRONMENT.

ASSESS INTEREST OF FRESHMAN CLASS PARENTS BY EARLY COMMUNICATION WITH THE HOME. THIS MAY BE ACCOMPLISHED BY PHONE, LETTERS IN THE FORM OF QUESTIONNAIRES, SURVEYS, ISSUANCE OF LETTERS OF WELCOME ALONG WITH ENCOURAGEMENT TO PARTICIPATE, CONFERENCES AND MEETINGS AT SCHOOL, ETC.

II. EARLY IDENTIFICATION FACTORS BY WHICH INCOMING STUDENTS ARE SUPPORTED AND RETAINED

A. EVALUATION OF CURRICULA IN ALL AREAS.

1. PROGRAM STUDENTS ACCORDING TO THEIR STATED INTERESTS AND NEEDS.

2. INTRODUCE INSTRUCTION IN ALL DEPARTMENTS IN CAREER AWARENESS AND IN PROVIDING CAREER INFORMATION LEADING TO JOB PLACEMENT.

3. MAINTAIN AN ONGOING EVALUATION OF CURRICULA WITH PARTICULAR REGARD TO:

   A. CONCEPTUAL AND OTHER SKILLS.

   B. APPROPRIATENESS TO COMPREHENSION LEVEL OF STUDENT.

   C. MAXIMIZING USE OF WORK-ORIENTED COURSES AND MATERIALS AIMED AT NON-ACADEMIC LEARNERS.

4. DEVELOP VARIED TECHNIQUES OF LEARNING, VARIED USE OF A.V. EQUIPMENT AND OTHER LEARNING MATERIALS THROUGH TEACHER WORKSHOPS AND SUPPORT GROUPS.

5. DEVELOP PROGRAMS WHICH FIT THE NEEDS OF THE "HIGH RISK" POPULATION.

   AMONG THE POSSIBILITIES ARE BLOCK PROGRAMMING, MINI SCHOOL CONCEPT, GED SKILL CLASSES, SPECIAL INTEREST CURRICULA, CO-OP PROGRAMS, REMEDIAL PROGRAMS, GROUP OF DIFFERENT GRADE LEVELS, ETC.

## B. STRATEGIES EMPLOYED BY THE PUPIL PERSONNEL TEAM.

THERE ARE MANY APPROACHES BY WHICH THE PUPIL PERSONNEL TEAM CAN PROVIDE SUPPORT SERVICES. AMONG THESE ARE THE FOLLOWING:

1. IMPLEMENTING A PEER COUNSELING PROGRAM
2. DEVELOPING ALCOHOL AND DRUG EDUCATION PROGRAMS
3. PLACING AND TRACKING STUDENTS CAREFULLY
4. REDUCING ANONYMITY BY VISITING HOMEROOMS, CONDUCTING GROUP GUIDANCE CLASSES, INSURING THAT EACH STUDENT MEETS WITH HIS/HER GUIDANCE COUNSELOR EARLY IN TERM
5. MEETING WITH FEEDER SCHOOL PERSONNEL TO EXPLORE FACTORS RELEVANT TO STUDENT'S "HIGH RISK" STATUS
6. REVIEWING HIGH SCHOOL APPLICATIONS
7. PLANNING GUIDANCE CONFERENCES WITH PARENTS
8. ADJUSTING PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS
9. DEVELOPING A CAREER INFORMATION CENTER
10. ASSIGNING ONE GUIDANCE COUNSELOR TO "HIGH RISK" POPULATION
11. EVALUATING AND UPDATING REFERRAL SYSTEM
12. CALLING PARENTS OF ABSENT STUDENTS IN THE EARLY MORNING
13. FLAGGING CUTTERS AND HALL WALKERS WITH FOLLOW-UP COUNSELING
14. DEVELOPING A SYSTEM OF REWARDS AND INCENTIVES INCLUDING RECOGNITION FOR IMPROVEMENT OF ATTENDANCE

# III. SHORT AND LONG RANGE ORIENTATION PROGRAMS

A CAREFULLY PLANNED AND WELL-EXECUTED ORIENTATION PROGRAM FOR INCOMING STUDENTS INTRODUCES A STUDENT TO ALL ASPECTS OF THE ENVIRONMENT AND REDUCES THE FEELING OF ANONYMITY. ORIENTATION PLANNING AND EXECUTION REQUIRES INPUT AND INVOLVEMENT FROM EACH DEPARTMENT OF THE SCHOOL. THE ORIENTATION PROGRAM MAY INCLUDE SHORT AND LONG RANGE CONTINUING ACTION.

A. SHORT RANGE

1. A LETTER OF WELCOME IS MAILED TO THE HOME OF EACH INCOMING STUDENT DURING THE FIRST MONTH OF SCHOOL.

2. A FRESHMAN HANDBOOK IS GIVEN TO EACH NEW STUDENT EXPLAINING THE PHILOSOPHY OF THE SCHOOL, COURSE DESCRIPTIONS, MAP OF THE PHYSICAL PLANT, NAMES OF STAFF MEMBERS, THEIR POSITIONS AND AVAILABILITY.

3. A SENIOR/FRESHMAN OPEN HOUSE IS PLANNED.

4. A PARENT/CHILD TEA IS ARRANGED FOR AN AFTERNOON OR EVENING.

5. A NETWORK OF SERVICES FOR INCOMING STUDENTS IS PUT IN PLACE WHICH INCLUDES:

    A. STAFF AND STUDENT VOLUNTEERS AT DOORWAYS AND IN HALLS TO WELCOME AND DIRECT FRESHMAN TO THEIR ASSIGNMENTS.

    B. INFORMATION BULLETIN BOARDS AND GUIDES TO HELP REDUCE STUDENT CONFUSION.

    C. ISSUANCE OF FRESHMAN HANDBOOK.

    D. ASSEMBLY OR OPEN HOUSE TO WELCOME STUDENTS.

    E. CAREFUL PREPARATION AND EARLY ISSUANCE OF STUDENT SCHEDULES.

    F. HELP AND SUPPORT BY TRAINED STAFF, STUDENT OR PARENT VOLUNTEERS DURING THE FIRST DAYS OF SCHOOL. ESTABLISHMENT OF SCHOOL ROUTINES DURING THE FIRST DAY OF THE TERM.

    G. REQUIREMENT THAT TEACHERS DEVOTE A SIGNIFICANT AMOUNT OF CLASS TIME IN THE BEGINNING TO GROUP INTERACTION, INCLUDING: INTRODUCTION, SHARING OF INTERESTS AND CONCERNS, HOPES AND FEARS, STUDENT AND TEACHER EXPECTATIONS.

    H. VISITS TO FRESHMAN CLASSES BY THE PUPIL PERSONNEL TEAM AND ADMINISTRATORS TO INTRODUCE THEMSELVES, ANNOUNCE THE LOCATION OF OFFICES, THEIR AVAILABILITY AND THE MEANS OF CONTACTING THEM.

    I. STAFF MEETINGS WITH TEACHERS OF INCOMING STUDENTS TO:

        1. PRESENT PROFILE OF HIGH RISK STUDENTS

        2. DEVELOP REFERRAL SYSTEM FOR STUDENTS WHO ARE EXHIBITING HIGH RISK SYMPTOMS EARLY IN YEAR

        3. PLAN FOLLOW-UP MEETINGS

J. ESTABLISHMENT OF A "BUDDY SYSTEM".

K. DEVELOPMENT OF SCREENING PROCEDURE (QUESTIONNAIRE, SURVEY, CLASS DISCUSSION) TO REVEAL STUDENTS' SPECIAL INTERESTS AND ABILITIES, WHICH MAY NOT HAVE BEEN INDICATED IN CUMULATIVE RECORD.

L. MAXIMUM SUPPORT OFFERED TO A SUBSTITUTE TEACHER ENTERING SCHOOL.

## B. LONG RANGE

A. A SERIES OF LARGE AND SMALL ASSEMBLIES ARE SCHEDULED TO COVER A VARIETY OF TOPICS OF INTEREST TO INCOMING STUDENTS. THE TOPICS MAY INCLUDE AVAILABLE ACTIVITIES FOR FRESHMAN STUDENT, INTRODUCTION TO STUDENT GOVERNMENT, INTRODUCTION OF STAFF MEMBERS AND DEPARTMENT OFFERINGS VOCATIONAL AND OCCUPATIONAL NEWS, GUEST SPEAKERS, ETC.

B. A REGULAR SCHEDULE OF VISITS TO HOMEROOMS AND/OR CLASSES BY THE PUPIL PERSONNEL TEAM AND ADMINISTRATIVE PERSONNEL IS PUT IN PLACE.

C. A PEER COUNSELING SYSTEM IS ESTABLISHED. THIS MAY TAKE THE FORM OF A BUDDY SYSTEM, BIG SISTER, BIG BROTHER, ADOPT A TEACHER, ETC.

D. A MONTHLY GUIDANCE DEPARTMENT NEWSLETTER TO INFORM STUDENTS OF VARIETIES OF SERVICES AS WELL AS VOCATIONAL AND OCCUPATIONAL INFORMATION IS DISTRIBUTED.

E. A SERIES OF ORIENTATION MEETINGS WITH PARENTS ARE REGULARLY SCHEDULED.

F. A TIMELY FRESHMAN BULLETIN BOARD IS ESTABLISHED.

G. A SCHEDULE OF MEETINGS AMONG TEACHERS OF INCOMING STUDENTS AND THE PUPIL PERSONNEL TEAM TO SHARE INFORMATION ABOUT STUDENTS AND OTHER DEVELOPING CONCERNS IS ESTABLISHED.

# HIGH RISK STUDENTS' CHECKLIST

IN ORDER THAT MAXIMUM SERVICES BE PROVIDED TO HIGH RISK STUDENTS, THE FOLLOWING CHECKLIST IS PROVIDED:

| CHECKLIST | SUGGESTED TIMETABLE |
|---|---|
| 1. HAVE YOU DEVELOPED A PROFILE OF A HIGH RISK STUDENT? | 1. TO BE PREPARED IMMEDIATELY, THEN REVISED AT THE END OF EACH TERM, BASED UPON THE MOST CURRENT INFORMATION |
| 2. HAVE YOU A SYSTEM FOR RESPONDING PROMPTLY TO EARLY WARNING SIGNS? | 2. SEPTEMBER/OCTOBER OF 1ST YEAR |
| 3. HAVE YOU COMPARED EACH INCOMING STUDENT'S RECORD WITH THE PROFILE? | 3. SEPTEMBER/OCTOBER 1ST YEAR |
| 4. HAVE YOU DETERMINED THE NEEDS, INTERESTS AND GOALS OF THESE STUDENTS? | 4. AT TIME OF ENTRANCE |
| 5. HAVE YOU REVIEWED AND EVALUATED CURRICULA TO DETERMINE WHETHER THEY MEET STUDENT NEEDS? | 5. OCTOBER AND JANUARY |
| 6. HAVE YOU DEVELOPED AN ORIENTATION PROGRAM? | 6. TO BE PREPARED IMMEDIATELY, REVIEWED EACH SPRING; IMPLEMENTED WITHIN THE FIRST TWO WEEKS OF SCHOOL |
| 7. HAVE YOU IDENTIFIED PARENTS WHO CAN ASSIST? | 7. AT FIRST PARENT ASSOCIATION MEETING OF THE YEAR; ALSO THROUGH NEWSLETTER AND OTHER CORRESPONDENCE TO PARENTS |
| 8. HAVE YOU SELECTED TEACHERS WITH SKILLS FOR DEALING WITH THESE STUDENTS? | 8. A LIST OF TEACHERS WITH SPECIAL SKILLS SHOULD BE DEVELOPED IMMEDIATELY. THESE TEACHERS MAY BE ASSIGNED CLASSES OF HIGH RISK STUDENTS OR MAY RELATE TO STUDENTS AS CLUB ADVISORS OR AS MENTORS |
| 9. HAVE YOU IDENTIFIED SPECIFIC SUPPORTIVE SERVICES AND PROGRAMS FOR THESE STUDENTS? | 9. SEPTEMBER AND JANUARY |
| 10. HAVE YOU MADE THESE PROGRAMS OPERATIONAL? | 10. ONGOING |
| 11. HAVE YOU DEVELOPED A PROCEDURE FOR MONITORING THE EFFECTIVENESS OF THESE PROGRAMS? | 11. PROCEDURES FOR MONITORING TO BE DEVELOPED BY OCTOBER; PROCEDURE TO BE IMPLEMENTED IN OCTOBER, JANUARY AND JUNE |

## 4.15 PROVIDING MEAL SERVICE TO STUDENTS
(H.S. MEMO # 58, DATED FEBRUARY 5, 1981)

- SCHOOLS HAVE AN OBLIGATION TO ARRANGE STUDENT SCHEDULES SO THAT NO STUDENT IS DENIED A LUNCH PERIOD WITHOUT HIS OR HER CONSENT.
- MEAL SERVICE SHOULD BE MADE AVAILABLE TO ALL STUDENTS SCHEDULED FOR LUNCH, PARTICULARLY IN THOSE SCHOOLS WHICH ARE ORGANIZED ON END-TO-END SESSION.

## 4.16 LUNCH SCHEDULES FOR STUDENTS
(H.S. MEMO # 14, DATED SEPTEMBER 21, 1981)

IN ACCORDANCE WITH THE STIPULATION OF SETTLEMENT AND ORDER IN THE ACTION OF CONSUMERS UNION VS. BOARD OF EDUCATION, SIGNED BY JUDGE NICKERSON ON SEPTEMBER 11, 1981, PRINCIPALS ARE DIRECTED TO COMPLY WITH THE FOLLOWING REQUIREMENTS REGARDING THE SCHEDULING OF LUNCH FOR HIGH SCHOOL STUDENTS:

> "ALL HIGH SCHOOL PRINCIPALS SHALL SCHEDULE STUDENTS FOR A LUNCH PERIOD AS CLOSE AS POSSIBLE TO THE MIDDLE OF THE STUDENTS' SCHOOL DAY, SO THAT ALL STUDENTS WILL BE ABLE TO OBTAIN AND EAT LUNCH DURING THE ASSIGNED PERIOD, PROVIDED THIS CAN BE DONE WITHOUT SACRIFICING ACADEMIC PROGRAMS OR LIMITING THE VARIETY OF CLASSES AVAILABLE TO STUDENTS, AND WITHIN CONSTRAINTS IMPOSED BY LUNCHROOM SPACE. ADDITIONALLY, UPON THE WRITTEN REQUEST OF A STUDENT'S PARENT OR GUARDIAN, A STUDENT MAY BE PROVIDED A SCHEDULE WHICH DOES NOT INCLUDE A LUNCH PERIOD."

## 4.17 HIGH SCHOOL ARTICULATION GUIDELINES FOR SPECIAL EDUCATION STUDENTS
(H.S. MEMO #95, DATED MAY 12, 1983)

### A. CRITERIA FOR HIGH SCHOOL ARTICULATION

1. SPECIAL EDUCATION STUDENTS IN SELF-CONTAINED CLASSES WILL BE INCLUDED IN THE REGULAR PROMOTIONAL POLICY PLAN IF THEIR IEP SO INDICATES.
2. IN CASES WHERE SPECIAL EDUCATION STUDENTS DO NOT MEET REGULAR HIGH SCHOOL ENTRANCE REQUIREMENTS, THE FOLLOWING PROCEDURES APPLY:
    - A. A STUDENT MUST BE AT LEAST 15 YEARS OLD BY SEPTEMBER 30TH OF THE YEAR ENTERING HIGH SCHOOL TO BE ELIGIBLE FOR 9TH GRADE PLACEMENT OR AT LEAST 16 YEARS OLD BY SEPTEMBER 30TH OF THE YEAR ENTERING HIGH SCHOOL TO BE ELIGIBLE FOR 10TH GRADE PLACEMENT.
    - B. BOTH PARENTS AND SPECIAL EDUCATION PROFESSIONALS MUST AGREE THAT THE STUDENT HAS MADE AN APPROPRIATE ADJUSTMENT TO JUNIOR HIGH SCHOOL AS DEMONSTRATED BY PASSING A MAJORITY OF COURSES AS PER IEP AND IS SOCIALLY AND EMOTIONALLY READY FOR THE LESS SHELTERED HIGH SCHOOL ENVIRONMENT. THIS REVIEW

PROCESS SHOULD INDICATE SATISFACTORY STUDENT ATTENDANCE.

3. FOR STUDENTS WHO MAY NOT BENEFIT FROM A PLACEMENT IN A HIGH SCHOOL PROGRAM BECAUSE OF ACADEMIC AND/OR SOCIAL-EMOTIONAL REASONS, RECOMMENDATIONS SHOULD BE MADE TO THE SBST/COH FOR EVALUATION AND PLACEMENT IN ALTERNATE PROGRAM SETTINGS (E.G. OTC, CAREER DEVELOPMENT CENTER, ETC.).

4. FOR THOSE STUDENTS WHO DO NOT MEET THE CRITERIA IN ITEMS 1 OR 2 ABOVE, PARENTS AND SPECIAL EDUCATION PROFESSIONALS MAY REQUEST AN EXCEPTION TO THE PROMOTIONAL POLICY. THEY ARE TO INFORM THE DSE GUIDANCE COUNSELOR OF DSE SUPERVISOR WHO WILL FORWARD THAT REQUEST TO THE DSE DEPUTY ASSISTANT SUPERINTENDENT. THE DEPUTY ASSISTANT SUPERINTENDENT WILL FORWARD THE REQUEST TO THE BOROUGH HIGH SCHOOL SUPERVISOR OF GUIDANCE FOR APPROVAL ON EACH REQUEST.

   THESE REQUESTS FOR EXCEPTION TO THE PROMOTIONAL POLICY MUST BE SUBMITTED, WITH DOCUMENTATION, TO THE APPROPRIATE DEPUTY ASSISTANT SUPERINTENDENT WHO WILL FORWARD THE REQUESTS TO THE HIGH SCHOOL SUPERVISOR OF GUIDANCE. AFTER REVIEW, THE HIGH SCHOOL SUPERVISOR OF GUIDANCE WILL THEN FORWARD THE DECISION TO THE DEPUTY ASSISTANT SUPERINTENDENT.

## B. GENERAL ADMISSIONS PROCESS

(SPECIAL EDUCATION STUDENTS)

THE NEW YORK CITY SCHOOL SYSTEM IS BASICALLY A ZONED SCHOOL SYSTEM. THE MAJORITY OF STUDENTS ATTEND THEIR ZONED SCHOOL. OPTIONAL PROGRAMS, DEVELOPED TO PROMOTE INTEGRATION AND/OR REDUCE ENROLLMENT IMBALANCES, AND SPECIAL SCHOOLS OR PROGRAMS, PROVIDE OPTIONS TO THE ZONED SCHOOL.

GENERALLY, THE ADMISSIONS PROCESS FOR SPECIAL EDUCATION STUDENTS ENTERING HIGH SCHOOL WILL REPLICATE THE REGULAR EDUCATION ADMISSIONS PROCESS AS CLOSELY AS POSSIBLE.

THE FOLLOWING SPECIFIC GUIDELINES APPLY TO SPECIAL EDUCATION STUDENTS ARTICULATING INTO HIGH SCHOOL:

1. STUDENTS ATTEND THEIR ZONED SCHOOL UNLESS ACCEPTED IN A VOCATIONAL HIGH SCHOOL OR EDUCATION OPTION PROGRAM/UNZONED SCHOOL.

2. WHERE THE ZONED SCHOOL DOES NOT CURRENTLY PROVIDE AN APPROPRIATE SPECIAL EDUCATION CLASS AND THERE ARE A SUFFICIENT NUMBER OF ARTICULATED STUDENTS IN THAT ZONE, AN EFFORT WILL BE MADE TO CREATE A NEW CLASS IN THE ZONED SCHOOL. THE HIGH SCHOOL DIVISION WILL SEEK TO PROVIDE APPROPRIATE CLASSES FOR THE MAJOR EXCEPTIONAL CATEGORIES IN EACH ZONED SCHOOL. IF AN APPROPRIATE CLASS IS NOT AVAILABLE AT THE ZONED SCHOOL, PLACEMENT WILL BE OFFERED IN THE NEAREST SCHOOL WITH THAT SPECIAL CLASS. LOW INCIDENCE CLASSES WILL BE ORGANIZED IN REGIONAL CLUSTERS (HEARING, VISION, SPEECH).

3. REQUESTS FOR VARIANCES TO ZONED SCHOOL PLACEMENT MUST BE DOCUMENTED BY THE DSE SUPERVISOR OR GUIDANCE COUNSELOR AND

SUBMITTED BY THE DAS TO THE OFFICE OF HIGH SCHOOL PLACEMENT. THE OFFICE OF HIGH SCHOOL PLACEMENT AND DAS WILL REVIEW AND DECIDE ON EACH CASE.

REQUESTS FOR VARIANCES MUST BE SUBMITTED TO THE DAS. THE DIVISION OF HIGH SCHOOLS WILL DECIDE ON ALL REQUESTS. N.B. - REQUESTS FOR VARIANCES TO ZONING POLICY MUST HAVE SIGNIFICANT DOCUMENTATION DEMONSTRATING ITS NECESSITY.

4. A STUDENT WHO LIVES IN ANY OF THE CHOICE OF ADMISSIONS OR OPEN ADMISSIONS AREAS SHOULD HAVE COMPLETED THE APPROPRIATE APPLICATION. ASSIGNMENTS WILL BE MADE FOR THESE PROGRAMS BY THE OFFICE OF ZONING AND INTEGRATION IN CONSULTATION WITH DSE AND DHS.

5. A HANDICAPPING CONDITION CANNOT BE USED AS BASIS FOR EXCLUSION FROM VOCATIONAL HIGH SCHOOLS OR EDUCATION OPTION PROGRAMS.

## C. MEETING WITH STUDENTS AND PARENTS

1. EVERY EFFORT SHOULD BE MADE TO DISCUSS THE ARTICULATION PROCESS WITH EACH SPECIAL EDUCATION STUDENT AND HIS/HER PARENTS. PHONE CONTACT IS TO BE MADE TO ENCOURAGE PARENTS TO ATTEND SCHOOL MEETINGS.

2. STUDENTS AND PARENTS SHOULD BE MADE AWARE OF:

   A. ELIGIBLE PLACEMENT OPPORTUNITIES

   B. ZONING GUIDELINES

   C. PLACEMENT PROCESS

3. YOU MAY ASSURE EACH PARENT OF AN APPROPRIATE HIGH SCHOOL PLACEMENT FOR THEIR CHILD BUT DO NOT PROMISE A SPECIFIC SITE.

INDIVIDUAL PLACEMENTS TO HIGH SCHOOL SPECIAL EDUCATION CLASSES WILL BE MADE BY THE OFFICE OF HIGH SCHOOL ADMISSIONS IN CONSULTATION WITH THE DAS AND HIGH SCHOOL PLACEMENT OFFICER.

1. EVERY EFFORT WILL BE MADE TO ACCOMMODATE EACH STUDENT WHO SPECIFICALLY REQUESTS HIS/HER ZONED SCHOOL PLACEMENT OR INDICATES NO ALTERNATIVE TO ZONED SCHOOL PLACEMENT.

   IF AN APPROPRIATE CLASS IS NOT AVAILABLE AT THAT ZONED SCHOOL, PLACEMENT WILL BE OFFERED AT A SCHOOL REQUESTED BY THE STUDENT, IF POSSIBLE, OR IN THE NEAREST SCHOOL WITH THAT SPECIAL CLASS. LOW INCIDENCE CLASSES WILL BE ORGANIZED IN REGIONAL CLUSTERS. (H.S.U.)

2. RECOGNIZING THAT A HANDICAPPING CONDITION CANNOT BE USED AS A BASIS FOR EXCLUSION FROM VOCATIONAL HIGH SCHOOLS OR EDUCATION OPTION PROGRAMS, EDUCATION OPTION/UNZONED SCHOOL OR VOCATIONAL SCHOOL PLACEMENTS WILL BE MADE ACCORDING TO THE AVAILABILITY OF SEATS AND THE APPROPRIATENESS OF THE SETTING FOR EACH STUDENT. PLEASE BE AWARE THAT EVEN SELF-CONTAINED OPTIONAL OR VOCATIONAL PROGRAMS MAY REQUIRE CERTAIN BASIC SKILL LEVELS FOR

EACH STUDENT AS ESTABLISHED BY DHS WITH AGREEMENT OF DSE.

## D. APPLICATION FOR ADMISSION TO HIGH SCHOOLS

1. THE FIRST SECTION OF THE "APPLICATION FOR ADMISSION TO HIGH SCHOOL" FORM SHOULD BE COMPLETED BY THE STUDENT OR HIS/HER PARENT AND SIGNED BY THE PARENT.

2. THE SECOND SECTION OF THE FORM SHOULD BE COMPLETED AND SIGNED BY THE GUIDANCE COUNSELOR OR SUPERVISOR.

3. COMPLETE ALL APPROPRIATE ITEMS.

4. WHEN LISTING THE STUDENT'S MOST RECENT REPORT CARD GRADES, WRITE THE CAPITAL LETTER M AFTER ANY MAINSTREAM COURSE GRADE (E.G. SOCIAL STUDIES 80%M).

## E. SELECTION OF PLACEMENTS

FOR MOST REGULAR AND SPECIAL EDUCATION STUDENTS, THE NEIGHBORHOOD ZONED SCHOOL PROVIDES AN APPROPRIATE HIGH SCHOOL PROGRAM. STUDENTS ATTEND THEIR ZONED SCHOOL UNLESS ACCEPTED IN A VOCATIONAL OR EDUCATION OPTION/UNZONED HIGH SCHOOL.

SEVERAL SPECIAL ZONING PROGRAMS CALL OPEN ADMISSION AND CHOICE OF ADMISSIONS PROGRAMS ARE AVAILABLE TO REDUCE OVERCROWDING, BRING ABOUT INTEGRATION, AND/OR GIVE ELIGIBLE STUDENTS A WIDER CHOICE OF HIGH SCHOOLS. ALL STUDENTS, INCLUDING SPECIAL EDUCATION STUDENTS, LIVING IN THE ZONES OF ANY OF THE 21 NUMBERED PROGRAMS OR IN THE ALTERNATE OPEN ADMISSIONS ZONES ARE ELIGIBLE TO PARTICIPATE IN THE OPTIONAL PROGRAMS.

## F. SCHEDULE

ARTICULATION PROCEDURES FOR SPECIAL EDUCATION STUDENTS

1. JHS/IS/ELM PERSONNEL WILL MEET WITH PARENTS TO DISCUSS ARTICULATION AND COMPLETE APPLICATIONS.

2. APPLICATIONS WILL BE RETURNED BY THE SUPERVISOR TO THE DEPUTY ASSISTANT SUPERINTENDENT OR TO THE OFFICE OF CITY-WIDE PROGRAMS.

3. REQUESTS FOR VARIANCES TO ZONED SCHOOL PLACEMENT MUST BE DOCUMENTED AND SUBMITTED TO THE DAS FOR SUBMISSION TO THE DHS SUPERVISOR OF GUIDANCE WHO WILL NOTIFY THE DAS AND THE OFFICE OF HIGH SCHOOL PLACEMENT REGARDING DECISIONS FOR EACH CASE.

4. COH/SBST WILL BE PROVIDED WITH DISTRICT-WIDE LISTINGS:

   A. SPECIAL EDUCATION ARTICULATING STUDENTS GOING FROM JHS/IS CLASSES TO:

      A. HIGH SCHOOL SPECIAL CLASSES

      B. OTC AND ASTC

        C. OTHER PROGRAMS

    B. SPECIAL EDUCATION STUDENTS GOING FROM SHLIC PROGRAMS DAY SCHOOLS AND OTHER CITY-WIDE PROGRAMS.

        A. HIGH SCHOOL SPECIAL CLASSES

        B. OTHER PROGRAMS

5. BASED UPON COLLECTED ARTICULATION DATA, A COMPUTER PRINTOUT OF THE NUMBERS OF HIGH SCHOOL SPECIAL EDUCATION CANDIDATES FOR SEPTEMBER 1983 WILL BE GENERATED. THE LIST WILL INDICATE NUMBERS ACCORDING TO:

    A. HANDICAPPING CONDITION

    B. ZONE OR OPEN/CHOICE OF ADMISSIONS AREA

    C. EDUCATIONAL OPTIONS

    D. SCREENED AND UNSCREENED VOCATIONAL PROGRAMS

    E. OTHER PROGRAMS

   THESE LISTS WILL BE DISTRIBUTED TO REGIONAL/CITY WIDE OFFICES, DSE, HIGH SCHOOL SUPERINTENDENT'S OFFICES AND EXECUTIVE DIRECTOR, DHS.

6. NOTIFICATION OF PLACEMENT IN OTC/ASTC AND CAREER DEVELOPMENT PROGRAMS WILL BE SENT BY THOSE PRINCIPALS TO THE DAS.

7. WITH THE APPROVAL OF THE EXECUTIVE DIRECTOR OF HIGH SCHOOLS, EACH HIGH SCHOOL SUPERINTENDENT WILL MAKE A FINAL DETERMINATION AS TO THE LOCATION OF ADDITIONAL SPECIAL CLASSES IN THE HIGH SCHOOLS TO ACCOMMODATE THE TOTAL NUMBER OF STUDENTS PROJECTED. THIS INFORMATION WILL BE FORWARDED TO:

    A. THE OFFICE OF FACILITIES PLANNING, DSE

    B. THE SPECIAL EDUCATION ASSISTANT TO THE EXECUTIVE DIRECTOR OF HIGH SCHOOLS

    C. THE DIVISION OF SPECIAL EDUCATION

8. INDIVIDUAL STUDENT PLACEMENTS TO HIGH SCHOOL SPECIAL CLASSES ARE MADE BY THE BOROUGH HIGH SCHOOL PLACEMENT OFFICERS (DSE) AND THE OFFICE OF HIGH SCHOOL PLACEMENT (DHS).

9. NOTIFICATION OF STUDENT PLACEMENTS WILL BE MADE TO THE APPROPRIATE JHS/IS/ELM SCHOOLS.

10. PRINCIPALS/SUPERVISORS OF HIGH SCHOOLS WITH SPECIAL CLASSES WILL BE GIVEN THE APPLICATION FOR THOSE STUDENTS ASSIGNED TO THEIR PROGRAMS.

11. JHS/IS/ELM DSE SUPERVISORS WILL FORWARD COMPLETE IEPS OF

OF ARTICULATING STUDENTS TO THE APPROPRIATE HIGH SCHOOL PRINCIPAL.

12. THE HIGH SCHOOL SUPERVISORS WILL MEET WITH THE SUPERVISORS OF THE FEEDER SCHOOLS TO ASSESS THE HIGH SCHOOL NEEDS OF THE STUDENTS ENTERING THE PROGRAM IN JUNE.

13. FORM G'S (CLASS FORMATION SHEET) PREPARED BY THE HIGH SCHOOL SPECIAL EDUCATION SUPERVISOR ARE SUBMITTED TO THE HIGH SCHOOL PLACEMENT OFFICER.

14. RECORDS (CUMULATIVE AND CONFIDENTIAL) ARE TRANSMITTED FROM THE JHS/IS/ELM SCHOOL TO THE HIGH SCHOOLS. SCHOOL SECRETARIES ARE REQUIRED TO SEND ALL RECORDS, INCLUDING SPECIAL EDUCATION RECORDS, ACCORING TO THE CHANCELLOR'S REGULATIONS.

15. EACH HIGH SCHOOL WITH SPECIAL CLASSES WILL ARRANGE ORIENTATION VISITS FOR JHS/IS/ELM INCOMING STUDENTS AND PARENTS.

# 5 SPECIAL PROGRAMS

## 5.1 DROPOUT RETRIEVAL AND PREVENTION

The High School Division is committed to educating all eligible youngsters, including those with poor attendance and "drop-outs".

- OPERATION FAR CRY
  (H.S. Memorandum #3, dated August 27, 1979)

Operation Far Cry (Follow-up and Retrieval City-Wide Reclamation of Youth) is a program to provide all students who have interrupted their education with an opportunity to obtain a High School Equivalency Diploma.

Eligible students for Operation Far Cry are those who were discharged beginning September, 1978. Students who have transferred to other New York City high schools or who graduated are not elibigle.

The Exit Interview in the high school will continue to be used to explore the pupil's major reasons for wishing to withdraw from school. All possible adjustments should be made to enable the student to continue his education. Where withdrawal from school is unavoidable, the student should be referred to the Operation Far Cry program of Auxiliary Services for High Schools for further counseling, education and training.

- PROJECT RECOUP (Regency Competency Upgrading)
  (H.S. Memorandum #87, dated April 23, 1981)

Project Recoup is a Saturday remediation program for High School Sophmores, Juniors and Seniors who can benefit from additional competency remediation.

- HOLDING POWER
  (H.S. Memorandum #37, dated November 19, 1980)

Background

In the Fall 1979, all high schools which had effective holding power programs in their schools were requested to submit a report on its nature and structure, as well as an evaluation if available. Schools without programs were required to submit plans for implementation in the Spring term, 1980, for holding power programs, based on existing resources.

- EQUIVALENCY DIPLOMA PROGRAMS IN THE HIGH SCHOOLS
  (H.S. Memorandum #47, dated January 8, 1980)

Among alternative learning programs imediately available to potential or returning dropouts is one which prepares them for the High School Equivalency (GED) examination. These classes are to be viewed as one possibility among several others for serving a dropout population.

Guidelines for this type of program can be found in Guidance - Section 4.10, above.

- LORA Training
  (H.S. Memorandum #37, dated November 19, 1980)

The Division of High Schools strongly supports LORA training. We believe that this training can raise the consciousness of teachers regarding student behavior and performance.

LORA is concerned with the need to provide a supportive educational environment to all students regardless of race, religion, ethnicty or handicapping condition. In our high schools, denial of a supportive educational environment may, unfortunately, lead to students leaving school before the completion of their education. The extent to which we succeed in raising consciousness about LORA issues may well lead to retaining more students in our schools. Thus the connection between LORA and Dropout Prevention.

Initial LORA Training began December 8, 1980, when staff members were asked to "brainstorm" ways in which the school can provide a more supportive environment for all students. Each principal, in conjunction with his/her staff, developed a holding power plan for dropout prevention to be implemented in September 1981.

The September 1981 Holding Power Plan in each high school should be in agreement with the following guidelines:

- While efforts should continue to bring students who have separated from school back, the primary focus of the plan should be prevention, i.e., retaining students in school.
- All students identified as high risk dropouts must be provided with an instructional program which differs in some way from the mainstream program. It is suggested that various "Block Programs" which provide greater student-staff contact be explored.
- Where possible, these holding power programs should strive to return students to the mainstream activities of the school.
- Plans should be developed in the context of current resources, i.e., without the expectation of major additional resources (schools are of course encouraged to pursue additional resources through grants, community involvement, etc.).
- All plans must be reviewed and approved by the Borough Superintedent.

## 5.2 DUAL ENROLLMENT OF NON-PUBLIC HIGH SCHOOL PUPILS IN OCCUPATIONAL AND VOCATIONAL COURSES

(H.S. MEMORANDUM #104, DATED MAY 14, 1979)

### • SCHOOL RESPONSIBILITIES

SCHOOLS SHOULD ENDEAVOR TO ACCEPT APPLICATIONS OF NON-PUBLIC HIGH SCHOOL PUPILS FOR THEIR OCCUPATIONAL AND VOCATIONAL COURSES AS REQUIRED BY THE LAW. BEFORE REJECTING ANY PUPILS, PLEASE REVIEW AND COMPLY WITH THE CHANCELLOR'S MEMORANDUM #20, ADDRESSED TO NON-PUBLIC HIGH SCHOOL PRINCIPALS.

TO ASSURE REIMBURSEMENT FROM THE STATE AND THE PROPER PROCESSING OF APPLICATIONS, THE FOLLOWING PROCEDURES HAVE BEEN ESTABLISHED:

- ALL APPLICANTS, REPORTING FORMS, AND FOLLOW-UP ON STUDENTS WILL BE COORDINATED BY A MEMBER OF YOUR STAFF.
- IN GENERAL, NON-PUBLIC SCHOOL PUPILS SHOULD BE SCHEDULED FOR CLASSES AFTER 12:00 NOON TO ENABLE THE PUPILS TO START THEIR INSTRUCTIONAL PROGRAM IN THE NON-PUBLIC SCHOOLS AND FINISH IT AT THE PUBLIC SCHOOLS.
- FORMS FOR REPORTING ATTENDANCE WILL BE MAILED TO ALL COORDINATORS IN SEPTEMBER.
- FOR APPLICANTS WHO ARE RESIDENTS OF SCHOOL DISTRICTS OUTSIDE OF NEW YORK CITY, VERIFY THAT THE APPLICATION HAS BEEN CERTIFIED BY AN OFFICIAL OF THE HOME SCHOOL DISTRICTS.

## 5.3 POLICY AND PROCEDURES FOR GRANT SUBMISSION AND FUNDING APPROVAL FOR HIGH SCHOOLS

(H.S. MEMORANDUM #19, DATED OCTOBER 1980)

### • POLICY

THE ADMINISTRATIVE AND STAFF RESPONSIBILITY FOR REVIEWING ALL GRANT APPLICATIONS/PROPOSALS, IS UNDER THE AUSPICES OF THE OFFICE OF HIGH SCHOOL PROJECTS. THE HIGH SCHOOL OFFICE IS AUTHORIZED TO PROCESS ALL PROPOSALS FOR APPROVAL AND SUBSEQUENT TRANSMITTAL TO THE FUNDING SOURCE. IN CONJUNCTION WITH THE OFFICE OF FUNDED PROGRAMS, THE OFFICE OF HIGH SCHOOL PROJECTS WILL PROVIDE PLANNING SESSIONS AND GENERAL PROPOSAL DEVELOPMENT ASSISTANCE FOR ALL APPLICANTS.

### • PROCEDURES

THE DIVISION OF HIGH SCHOOLS HAS ESTABLISHED THESE PROCEDURES FOR

PROCESSING ALL GRANT APPLICATIONS WHICH IMPACT ON HIGH SCHOOL STUDENTS. THESE PROCEDURES ALSO APPLY TO GRANT APPLICANTS WHOSE SPONSORSHIP EMINATES FROM AN ORGANIZATIONAL UNIT OUTSIDE THE DIVISION.

GRANT APPLICANTS SHOULD IMMEDIATELY NOTIFY THE OFFICE OF HIGH SCHOOL PROJECTS OF THEIR INTENT TO APPLY FOR A GRANT INVOLVING HIGH SCHOOL STUDENTS.

GRANT APPLICANTS MUST SEND TO THE OFFICE OF HIGH SCHOOL PROJECTS A COPY OF THE EARLY NOTIFICATION PROPOSAL DEVELOPMENT FORM, SIGNED BY THE SCHOOL PRINCIPAL AND SUPERINTENDENT.

GRANT APPLICANTS WILL BE REQUIRED TO MEET WITH OFFICE OF HIGH SCHOOL PROJECTS AND OFFICE OF FUNDED PROGRAMS STAFF TO DISCUSS THE FOLLOWING:

- NATURE AND SCOPE OF THE PROGRAM AND ITS CONSONANCE WITH DIVISION POLICY.
- METHODS AND PROCEDURES FOR PLANNING PROGRAMMATIC ACTIVITIES.
- STRATEGIES FOR COLLABORATION AND LIAISON.
- REQUIREMENTS FOR CONSULTATION WITH NONPUBLIC SCHOOL REPRESENTATIVES.

GRANT APPLICANTS MUST COMPLETE A SUMMARY DATA FORM FOLLOWING THE PLANNING MEETING. THIS FORM WILL BE REVIEWED BY MANY OFFICES OF THE BOARD OF EDUCATION, WILL BE SUBMITTED FOR BOARD RESOLUTION, AND WILL BE USED AS THE BOARD'S INFORMATION DOCUMENT ABOUT THE PROPOSAL.

## 5.4 CAREER OPPORTUNITIES
(H.S. MEMO #82R, DATED FEBRUARY 11, 1985)

PREFACE: THIS MEMORANDUM SUPERSEDES H.S. MEMO #82 AND OUTLINES WAYS IN WHICH THE DIVISION OF HIGH SCHOOLS COOPERATES WITH VARIOUS AGENCIES IN AN EFFORT TO BRING VALID CAREER AND OCCUPATIONAL INFORMATION TO STUDENTS. IT ALSO PROVIDES GUIDELINES BY MEANS OF WHICH STAFF CAN ENSURE THAT ONLY REPUTABLE AGENCIES HAVE ACCESS TO THE SCHOOLS AND THAT STUDENTS' RIGHTS OF CONFIDENTIALITY ARE FULLY PROTECTED. IT IS THE POLICY OF THE DIVISION OF HIGH SCHOOLS THAT, IN PLANNING FOR POST-SECONDARY EDUCATION AND/OR A CAREER OR OCCUPATION, STUDENTS SHOULD BE PROVIDED WITH THE WIDEST POSSIBLE RANGE OF INFORMATION ON OPPORTUNITIES AND OPTIONS AVAILABLE TO THEM.

### I. SCHOOL VISITATIONS

- STAFF FROM THE ARMED SERVICES, COLLEGES AND UNIVERSITIES, TRADE AND BUSINESS SCHOOLS (FOR POST GRADUATION OPPORTUNITIES), CORPORATIONS AND BUSINESSESS, AND PUBLIC SERVICE AGENCIES MAY SEEK ACCESS TO INDIVIDUAL HIGH SCHOOLS THROUGH THE PRINCIPAL, OR ASSISTANT PRINCIPAL FOR GUIDANCE OR COLLEGE ADVISOR, OR GUIDANCE COUNSELOR.

- REPRESENTATIVES FROM THESE AGENCIES MAY ALSO REQUEST ACCESS TO COLLEGE AND/OR CAREER PROGRAMS. THEY DO THIS THROUGH APPROPRIATE OFFICES IN INDIVIDUAL SCHOOLS AND MAY CALL THE DIVISION'S COLLEGE AND SCHOLARSHIP GUIDANCE OFFICE FOR CITY-WIDE SCHEDULES.

- WHENEVER FEASIBLE AND PRACTICABLE, SCHOOLS ARE ENCOURAGED TO SCHEDULE CAREER PROGRAMS TO WHICH REPRESENTATIVES FROM ALL THE VARIOUS AGENCIES WOULD BE INVITED. THE ENTIRE STUDENT BODY SHOULD HAVE ACCESS TO THESE PROGRAMS IN ORDER TO RECEIVE BROAD EXPOSURE TO A WIDE RANGE OF CAREER OPTIONS.

- THE BURDEN OF GAINING ENTRY TO SCHOOLS TO DISSEMINATE INFORMATION FALLS ON THE AGENCY. HOWEVER, PRINCIPALS SHOULD ENCOURAGE ACCESS TO THEIR GUIDANCE DEPARTMENTS FOR RECRUITERS, ADMISSIONS PERSONNEL, CORPORATE OR BUSINESS REPRESENTATIVES, AND PUBLIC SERVICE AGENCY STAFF.

- SHOULD SCHOOL STAFF HAVE QUESTIONS CONCERNING THE APPROPRIATENESS AND/OR LEGITIMACY OF AN AGENCY OR REPRESENTATIVE, THEY SHOULD CONTACT THE OFFICE OF COLLEGE AND SCHOLARSHIP GUIDANCE, 596-4590.

## II. ADMINISTERING VOCATIONAL APTITUDE TESTS

- SCHOOL GUIDANCE COUNSELORS AND COLLEGE ADVISORS MAY WISH TO MAKE USE OF CERTAIN TESTS IN CAREER-PLANNING AND COUNSELING PROGRAMS. ALL ATTEMPTS WILL BE MADE AS FAR AS PRACTICABLE TO ADMINISTER TESTS INDIVIDUALLY AND PROTECT THE CONFIDENTIALITY OF ALL RESULTS. NO RESULTS WILL BE SHARED WITH ANY AGENCY OR ORGANIZATION WITHOUT THE KNOWLEDGE AND CONSENT OF THE STUDENT AND PARENT (UNLESS THE STUDENT IS 18 OR OVER). STUDENTS SHOULD BE ENCOURAGED TO AVAIL THEMSELVES OF THIS TESTING IN ORDER TO EFFECTIVELY MATCH SKILLS AND APTITUDES TO CAREER PLANNING FOR THE JOB MARKET.

- FOR ADDITIONAL INFORMATION ON THESE TESTS, PLEASE CONTACT:

  MRS. OFELIA JOHNSON, PROGRAM COORDINATOR
  BRONX CENTER FOR CAREER & OCCUPATIONAL SERVICES
  1021 EAST 178TH STREET
  BRONX, NEW YORK 10460 TELEPHONE: 328-1330

  RE: VOCATIONAL APTITUDE TESTING

## III. RESOURCE CENTERS

- THERE ARE THREE SUCH CENTERS, LISTED BELOW, WHICH PROVIDE CAREER COUNSELING, PLANNING, OCCUPATIONAL INFORMATION, WORK SAMPLE VOCATIONAL ASSESSMENT, AND RESOURCE FOR STUDENTS AGE 14 ON.

- STUDENTS SHOULD BE ENCOURAGED TO VISIT THE CENTERS, WHICH ARE OPEN FROM 9:00 A.M. TO 5:00 P.M., MONDAY THROUGH FRIDAY. SCHOOL STAFF MAY ALSO CONTACT THE CENTERS TO ARRANGE VISITATIONS AND WORKSHOPS IN SCHOOLS.

A. BRONX CENTER FOR CAREER AND OCCUPATIONAL SERVICES
1021 EAST 178TH STREET
BRONX, NEW YORK 10460 TELEPHONE: 328-1330

B. BROOKLYN RESOURCE CENTER
347 BALTIC STREET
BROOKLYN, NEW YORK 11201 TELEPHONE: 625-5519

C. QUEENS CENTER COUNSELING AND RESOURCE CENTER
138-11 35TH AVENUE (ROOM 102)
FLUSHING, NEW YORK 11354 TELEPHONE: 359-3120

# 6 PARENTS

## 6.1 HIGH SCHOOL CONSULTATIVE COUNCILS
(H.S. MEMORANDUM #8, DATED SEPTEMBER 22, 1978)

- POLICY

A PARENT-STUDENT-FACULTY CONSULTATIVE COUNCIL, AS ESTABLISHED BY PREVIOUS CITY BOARD OF EDUCATION RESOLUTIONS, SHALL MEET WITH THE PRINCIPAL NO LESS THAN ONCE A MONTH TO DISCUSS MATTERS OF CONCERN TO THE HIGH SCHOOL.

THE CONSULATIVE COUNCIL WILL DEVELOP ITS OWN RULES AND PROCEDURES, INCLUDING THOSE FOR DEVELOPING AN AGENDA, FOR COMMUNICATING WITH THE SCHOOL COMMUNITY, AND TO PROVIDE QUESTIONS, SUGGESTIONS OR PROBLEMS.

THE CONSULATIVE COUNCIL SHALL ESTABLISH A CONTINUING RELATIONSHIP WITH THE PRINCIPAL TO POOL AND EXCHANGE INFORMATION, TO REVIEW RECOMMENDATIONS FOR THE IMPROVEMENT OF ALL SCHOOL SERVICES, AND TO ASSIST IN THE IMPLEMENTATION OF AGREED UPON INNOVATIONS.

- PROCEDURES

ON OR BEFORE OCTOBER 1, PLEASE SEND ONE COPY OF THE CONSULATIVE COUNCIL'S STRUCTURE, PROCEDURES, CALENDAR OF MEETINGS, AND MEMBERSHIP TO THE HIGH SCHOOL DIVISION, OFFICE OF STUDENT AFFAIRS AND TO YOUR SUPERINTENDENT.

PLEASE SEND ONE COPY OF THE MINUTES OF EACH COUNCIL MEETING TO THE HIGH SCHOOL DIVISION, OFFICE OF STUDENT AFFAIRS AND ONE (1) COPY TO YOUR SUPERINTENDENT. THIS IS A RESPONSIBILITY THAT YOU MAY WISH TO DELEGATE TO THE COORDINATOR OF STUDENT AFFAIRS. THE MINUTES SHOULD INCLUDE THE NAMES OF THOSE PRESENT; THE TIME AND PLACE OF THE NEXT MEETING AS WELL AS A REVIEW OF THE PROCEEDINGS.

- QUESTIONS REGARDING THE COUNCIL SHOULD BE DIRECTED TO THE OFFICE OF STUDENT AFFAIRS.

## 6.2 NOTIFICATION TO PARENTS RE: COMPETENCY TEST FAILURES
REMEDIATION NEEDS
MISSING GRADUATION REQUIREMENTS OF SENIORS

(HS MEMORANDUM #1, DATED AUGUST 29, 1979)

- NEW YORK STATE REGULATIONS REQUIRE THAT PARENTS BE NOTIFIED WHEN STUDENTS EITHER FAIL THE REQUIRED COMPETENCY EXAMINATION OR ARE IDENTIFIED AS BEING IN NEED OF REMEDIATION.

- THE PARENTS OF SENIORS SHOULD ALSO BE NOTIFIED OF ANY OTHER MISSING REQUIREMENTS OR POTENTIAL PROBLEM AREAS.

- IN ORDER TO ASSURE THAT PARENTS ARE AWARE OF THE COMPETENCY REQUIREMENTS AND OTHER GRADUATION REQUIREMENTS, EACH SCHOOL SHOULD SCHEDULE PARENT CONFERENCES WITH PARENTS OF SENIORS (ONE AFTERNOON AND ONE EVENING) TO EXPLAIN REGULATIONS AND REQUIREMENTS. THE PARENTS OF EACH SENIOR STUDENT WHO IS IDENTIFIED AS MISSING COMPENTENCY REQUIREMENTS MUST BE INVITED TO ATTEND. THIS GROUP CONFERENCE MAY BE LED BY THE PRINCIPAL OR ASSISTANT PRINCIPAL, GUIDANCE. THESE CONFERENCES SHOULD BE SCHEDULED AS EARLY IN THE TERM AS POSSIBLE AND MAY COINCIDE WITH A PARENTS ASSOCIATION MEETING. PLEASE ADVISE YOUR SUPERINTENDENT'S OFFICE OF THE SCHEDULE FOR THESE CONFERENCES.

- IT IS STRONGLY URGED THAT WHEREVER POSSIBLE, AT ALL GRADE LEVELS INDIVIDUAL PARENT CONFERENCES BE HELD WITH PARENTS OF STUDENTS WHO ARE IN NEED OF REMEDIATION TO MEET THE BASIC COMPETENCY REQUIREMENTS.

## 6.3 PARENT ADVISORY COUNCILS FOR SCHOOLS PARTICIPATING IN TITLE I PROGRAMS

(H.S. MEMORANDUM #13, DATED SEPTEMBER 18, 1981)

ONGOING DOCUMENTATION REGARDING THE EXISTENCE AND OPERATIONS OF THE COUNCILS IS REQUIRED TO BE MAINTAINED. COPIES OF THE MINUTES OR REPORTS OF SCHOOL COUNCIL MEETINGS SHOULD BE FORWARDED TO THE OFFICE OF HIGH SCHOOL PROJECTS.

LEGISLATIVE REQUIREMENTS FOR THE COUNCILS INCLUDE THE FOLLOWING:

- SCHOOL COUNCIL MEMBERS MUST BE "ELECTED BY THE PARENTS IN EACH SCHOOL."
- MEMEBERS OF EACH SCHOOL LEVEL COUNCIL MAY ELECT THEIR REPRESENTATIVE TO THE CENTRAL HIGH SCHOOL ADVISORY COUNCIL.
- THE MAJORITY OF COUNCIL MEMBERS MUST BE PARENTS OF CHILDREN

SERVED BY ESEA TITLE I PROGRAMS OR ELIGIBLE TO BE SERVED BY TITLE I PROGRAMS. PARA-PROFESSIONALS WHO ARE ELECTED TO THE COUNCIL MAY BE INCLUDED IN THE MAJORITY CATEGORY IF THEIR CHILDREN ARE TO SERVED. ALL COUNCIL MEMBERS, IN BOTH THE MAJORITY AND MINORITY CATEGORIES, MUST BE ELECTED.

- THE COUNCILS ARE ADVISORY IN NATURE. IN THAT CAPACITY, THEY COOPERATE WITH SCHOOL AND DISTRICT STAFF "IN THE PLANNING FOR AND IMPLEMENTATION AND EVALUATION OF ESEA TITLE I PROGRAMS AND OTHER FUNDED PROJECTS."
- COUNCILS ARE BEST OPERATED ON THE BASIS OF ESTABLISHED RULES AND PROCEDURES OUTLINED IN A CONSTITUTION OR BYLAWS. FOR EXAMPLE, EACH COUNCIL SHOULD HAVE ELECTED OFFICERS, BASED ON AGREED UPON PROCEDURES FOR ELECTION, TERM OF OFFICE, RESPONSIBILITIES, ETC.
- THE STAFF OF SCHOOLS AND OF CENTRAL AND DISTRICT OFFICES CAN SERVE AS RESOURCE PERSONS AND FACILITATE THE WORK OF THE COUNCILS. THEY PROVIDE FOR ARTICULATION AND EDUCATIONAL LEADERSHIP; BUT THEY MAY NOT SERVE AS OFFICERS. TEACHERS MAY SERVE AS COUNCIL MEMBERS WHEN ELECTED.
- EACH SCHOOL ADVISORY COUNCIL MAY ELECT A REPRESENTATIVE TO THE CENTRAL HIGH SCHOOL ADVISORY COUNCIL WHICH MEETS AT LEAST FIVE TIMES DURING THE YEAR TO CONSIDER PROPOSALS THE DIVISION OF HIGH SCHOOLS IS SUBMITTING TO THE STATE AND FEDERAL GOVERNMENT OR PRIVATE FUNDING SOURCE.
- EACH SCHOOL ADVISORY COUNCIL MUST BE COMPOSED OF NOT LESS THAN 8 MEMBERS WHO SHALL SERVE FOR TERMS OF TWO YEARS, AFTER WHICH TIME THEY MAY BE RE-ELECTED. EACH SCHOOL ADVISORY COUNCIL MUST HAVE A MAJORITY OF MEMBERS WHO ARE PARENTS OF CHILDREN TO BE SERVED BY PROJECTS TO BE ASSESSED UNDER THIS TITLE.

THE DESIGNATED FORM, LISTING THE PARENT ADVISORY COUNCIL MEMBERSHIP AND REPRESENTATIVE TO THE CENTRAL HIGH SCHOOL ADVISORY COUNCIL, SHOULD BE SENT TO THE OFFICE OF HIGH SCHOOLS PROJECTS. ANY QUESTIONS REGARDING PROCEDURES SHOULD ALSO BE ADDRESSED TO THIS OFFICE.

# 7 PERSONNEL MANAGEMENT

## 7.1 PAYROLL MATTERS

(H.S. MEMORANDUM #17, DATED OCTOBER 6, 1980)

THE FOLLOWING RECOMMENDATIONS MADE BY THE OFFICE OF AUDITOR GENERAL CONCERNING PAYROLL AND PERSONNEL ARE TO BE FOLLOWED:

| RECOMMENDATION | REFERENCES |
|---|---|
| EMPLOYEES SHOULD SIGN FOR THEIR PAYROLL CHECKS NEXT TO THEIR NAME ON THE PAYROLL REGISTERS OR OTHER CONTROL LISTING TO ENSURE THAT EMPLOYEES ENTITLED TO THE CHECKS ACTUALLY RECEIVED THEM. EMPLOYEES SHOULD SIGN THEIR PAYROLL CHECKS UPON RECEIPT. | STANDARD OPERATING PROCEDURES MANUAL |
| REGULATIONS FOR PROPER PEDAGOGIC TIMEKEEPING PROCEDURES SHOULD BE REVIEWED AND CORRECTIVE MEASURES SHOULD BE INSTITUTED WHERE NECESSARY. | SPECIAL CIRCULAR #41, 42 AND 63 1976-77; ERRATUM NOTICE TO SPECIAL CIRCULAR #42, 1976-77. DIVISION OF PERSONNEL LETTER #10, DATED MARCH 11, 1975 |
| A COMPARISON OF CHECKS SHOULD BE MADE WITH THE R 740 PAYROLL. | STANDARD OPERATING PROCEDURES MANUAL |
| AN INDIVIDUAL OTHER THAN THE SECRETARY RESPONSIBLE FOR CAR ENTRIES SHOULD CONDUCT AN INDEPENDENT REVIEW TO CHECK THE ACCURACY OF THE CAR RECORDS. | AUDITOR GENERAL RECOMMENDATION |
| IN CASES WHERE PEDAGOGUES FAIL TO RETURN FROM A LEAVE OF ABSENCE WITHOUT PAY, THE SCHOOL SHOULD FILE AN OP 254 "FAILURE TO RESUME SERVICE FOLLOWING A LEAVE WITHOUT PAY." WITHIN A REASONABLE TIME OF THE SCHEDULED DATE OF RETURN, THE PRINCIPAL SHOULD MOVE TO INVESTIGATE BOTH THE REASONS FOR FAILURE TO RETURN AND THE POSSIBILITY OF ADMINISTRATIVE ACTION TO DISCONTINUE IF THE PEDAGOGUE IS ON PROBATION, OR TO TERMINATE IF THE PEDAGOGUE IS TENURED. WHERE THERE IS A NEGATIVE CAR, THE SCHOOL SHOULD WRITE TO PAYROLL INFORMING THEM OF THE CIRCUMSTANCES AND REQUEST PAYROLL TO INITIATE RECOUPMENT PROCEDURES. | HIGH SCHOOL MEMO 105, DATED JUNE 17, 1980 |

| | |
|---|---|
| ALL TIME SERVED BY PERSONNEL SHOULD BE RECORDED ON VALID TIME CARDS THROUGH THE USE OF A TIME CLOCK. | SPECIAL CIRCULAR #82, 1974-75, DATED APRIL 28, 1975 |
| MEDICAL APPROVAL SHOULD BE OBTAINED FOR PEDAGOGUES ABSENT MORE THAN TEN (10) CONSECUTIVE DAYS. | PERSONNEL MEMO #43, 1979-80, DATED MAY 12, 1980 |
| EARNED LEAVE CREDIT SHOULD BE CREDITED TO CAR BALANCES ONLY AFTER IT IS EARNED. | SPECIAL CIRCULAR #3, 1975-76, DATED JANUARY 28, 1976 (PERSONNEL MANUEL SECTION 9 AA). |
| ALL PEDAGOGIC PAYROLL EXCEPTIONS SHOULD BE CLOSELY MONITORED BY THE SCHOOL SECRETARY. | SPECIAL CIRCULAR #45, 1977-78, DATED FEBRUARY 21,1978: (PERSONNEL MANUEL SECTION 4DA) |
| ABSENCES OF PEDAGOGUES SHOULD BE INDICATED ON TIME CARDS. | SECTION 108, 9 BY- LAWS OF BOARD OF EDUCATIION. |
| A PRINCIPAL SHOULD NEITHER AUTHORIZE NOR GIVE COMPENSATORY CREDIT TO PEDAGOGUES WHO PARTICIPATE IN EVENTS OUTSIDE THE REGULAR SCHOOL DAY. | SPECIAL CIRCULAR #6, 1977-78, DATED SEPTEMBER 6, 1977 SECT. IIA. |

## 7.2 NEWLY EMPLOYED TEACHER WORKSHOPS

(H.S. MEMORANDUM #23, DATED OCTOBER 23,1980)
(SPECIAL CIRCULAR #5, DATED JULY 28, 1980)

- TEACHERS INVOLVED

TEACHERS NEWLY-EMPLOYED BY THE NEW YORK CITY SCHOOL SYSTEM MUST ATTEND TWO TERMS OF THE AFTER-SCHOOL WORKSHOPS DURING THE FIRST YEAR OF FULL-TIME EMPLOYMENT. TEACHERS WHOSE FULL-TIME EMPLOYMENT IN OUR SCHOOL SYSTEM BEGAN DURING OR AFTER SEPTEMBER 1969 MUST ATTEND IF THEY HAVE NOT ALREADY DONE SO. OTHER TEACHERS WHO CAN BENEFIT FROM THE WORKSHOPS MAY BE INCLUDED UPON RECOMMENDATION BY THE PRINCIPAL.

- EXEMPTION

TEACHERS WHO HAVE COMPLETED ONE OR MORE TERMS OF EMPLOYMENT IN A PRIVATE SCHOOL, PAROCHIAL SCHOOL, OR PUBLIC SCHOOL SYSTEM OUTSIDE NEW YORK CITY PRIOR TO THEIR EMPLOYMENT IN THE NEW YORK CITY SYSTEM MAY NOT BE REQUIRED TO ATTEND THE AFTER-SCHOOL WORKSHOPS FOR RECENTLY-LICENSED TEACHERS, IF THEIR SUPERINTENDENT OR PRINCIPAL REGARDS THIS EXPERIENCE AS A SATISFACTORY SUBSTITUTE FOR THE AFTER-SCHOOL WORKSHOPS, TERM-FOR-TERM.

- WORKSHOP REQUIREMENTS

EACH WORKSHOP SESSION WILL BE TWO HOURS IN DURATION.

RECENTLY-LICENSED TEACHERS MUST ATTEND FOURTEEN (14) SESSIONS PER TERM AND WILL NOT RECEIVE IN-SERVICE CREDIT. OTHER TEACHERS (NOT MANDATED TO ATTEND) SEEKING IN-SERVICE CREDIT THROUGH THE PROGRAM MUST ATTEND FIFTEEN (15) SESSIONS PER TERM AND WILL RECEIVE CREDIT FOR EACH TERM.

SATISFACTORY COMPLETION OF THE PROGRAM IS REQUIRED OF ALL PARTICIPANTS.

- RECORDS

COMPLETION OF THE AFTER-SCHOOL WORKSHOPS SHALL BE NOTED IN THE OFFICIAL FILE OF THE TEACHER.

IF A TEACHER CHANGES ASSIGNMENT BEFORE COMPLETING THE AFTER-SCHOOL WORKSHOPS, THE TEACHER SHALL BE GIVEN AN OFFICIAL STATEMENT OF THE NUMBER OF SESSIONS COMPLETED. IT IS THE RECEIVING PRINCIPAL'S RESPONSIBILITY TO NOTIFY THE TEACHER OF HIS OR HER CONTINUING CONTRACTUAL OBLIGATION TO COMPLETE THE PROGRAM.

- FAILURE TO COMPLY WITH CONTRACTUAL OBLIGATION

FAILURE BY A TEACHER TO COMPLY WITH THE CONTRACTUAL OBLIGATION TO PARTICIPATE IN THE MANDATED AFTER-SCHOOL WORKSHOPS SHALL BE TREATED AS A FAILURE BY THE TEACHER TO FULFILL A PROFESSIONAL OBLIGATION.

IT IS THE PRINCIPAL'S RESPONSIBILITY TO NOTIFY THE APPROPRIATE SUPERINTENDENT OF ANY TEACHER WHO FAILS TO COMPLY WITHIN TWO WEEKS AFTER COMPLETION OF THE WORKSHOP.

INQUIRIES SHOULD BE DIRECTED TO THE DIVISION OF PERSONNEL, BUREAU OF IN-SERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT.

## 7.3 SELECTION OF HIGH SCHOOL SUPERVISORS UNDER CIRCULAR 30R

(H.S. MEMORANDUM #88R, DATED OCTOBER 30, 1981)

DESCRIBED BELOW ARE THE PROCEDURES OF THE HIGH SCHOOL DIVISION REQUIRED TO IMPLEMENT CIRCULAR 30R AND THE BASIC SET OF PERTINENT REGULATIONS FOR THE SELECTION OF HIGH SCHOOL PRINCIPALS, ASSISTANT PRINCIPALS AND DIVISIONAL HEADQUARTERS PERSONNEL. THE EFFECTIVE DATE FOR IMPLEMENTATION OF THESE REGULATIONS IS NOVEMBER 2, 1981.

### 7.3.1 GENERAL REGULATIONS AND PROCEDURES

- DEFINITIONS OF VACANCIES, RELATED ADVERTISING AND NOTIFICATION, AND OTHER REQUIREMENTS OF CIRCULAR 30R SHALL BE OBSERVED IN THE SELECTION OF SUPERVISORS IN THE HIGH SCHOOL DIVISION.

- ALL PERSONS INTERESTED IN FILLING SUPERVISORY VACANCIES SHALL BE GIVEN EQUAL AND FAIR CONSIDERATION BY THE SCREENING AND INTERVIEWING COMMITTEES. THERE SHALL BE NO DISCRIMINATION BECAUSE OF AGE, RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, HANDICAP, UNION OR NON-UNION AFFILIATION. ALL ACTION SHALL CONFORM TO PUBLIC LAW.

- WHEN TEN OR MORE QUALIFIED APPLICANTS APPLY FOR A SUPERVISORY POSITION, A MINIMUM OF TEN PERSONS SHALL BE SELECTED TO BE INTERVIEWED AT LEVEL I. WHERE THERE ARE FEWER THAN TEN QUALIFIED APPLICANTS, ALL WHO APPLY MUST BE INTERVIEWED. THE CHANCELLOR, EXECUTIVE DIRECTOR OF THE HIGH SCHOOL DIVISION AND THE HIGH SCHOOL SUPERINTENDENTS HAVE THE RIGHT TO SUBMIT ADDITIONAL NAMES TO THE SCREENING COMMITTEE FOR CONSIDERATION AND INTERVIEW FROM THE APPLICANTS SUBMITTED.

- THE ROLE OF ALL COMMITTEES IS ADVISORY ONLY. FINAL RESPONSIBILITY IN SELECTION RESTS WITH THE CHANCELLOR.

- SCREENING AND SELECTION PROCEDURES SHALL INCLUDE CITY-WIDE CRITERIA AS LISTED IN CIRCULAR 30R, AS WELL AS SPECIFIED CRITERIA DESCRIBED FOR EACH POSITION. PRIOR TO ADVERTISEMENT, THE SELECTION CRITERIA SHALL BE APPROVED BY THE EXECUTIVE DIRECTOR OF THE DIVISION OF HIGH SCHOOLS.

- EMPLOYEES OF THE PARTICULAR SCHOOL IN WHICH THE VACANCY EXISTS MAY NOT SERVE AS REPRESENTATIVES ON SCREENING COMMITTEES. THIS PROHIBITION DOES NOT INCLUDE THE PRINCIPAL AND ASSISTANT PRINCIPAL WHEN AN ASSISTANT PRINCIPAL VACANCY IS BEING FILLED.

- PARENTS SERVING ON SELECTION COMMITTEE FOR SCHOOL BASED POSITIONS MUST BE SELECTED BY THE PARENT ASSOCIATION AND MUST HAVE CHILDREN ATTENDING THE SCHOOL IN WHICH THE VACANCY EXISTS.

- PRIOR TO FINAL SELECTION, THE EXECUTIVE DIRECTOR OF THE DIVISION OF PERSONNEL MUST APPROVE THE PROCESS WHICH WAS FOLLOWED IN FILLING THE POSITION.

- EXCEPT FOR VOTING, REPRESENTATIVES FROM THE DIVISION OF PERSONNEL AND/OR THE CHANCELLOR'S REPRESENTATIVE SHALL PARTICIPATE IN ALL PHASES OF WORK PERFORMED BY THE SCREENING/INTERVIEW COMMITTEE.

- WRITTEN RECORDS OF ALL SCREENING AND INTERVIEWING SESSIONS, INCLUDING SIGNATURES OF PARTICIPANTS AND DATES, SHALL BE KEPT ON FILE.

- EFFECTIVE JUNE 20, 1979, A PERSON MAY SERVE AS AN INTERIM ACTING SUPERVISOR AND BE ELIGIBLE FOR ASSIGNMENT IN THE POSITION AT THE SCHOOL IN WHICH HE/SHE SERVES. THIS IS PERTINENT TO SUPERVISORY POSITIONS ADVERTISED AFTER JUNE 20, 1979. (H.S. MEMORANDUM #116 DATED JUNE 19, 1979).

- ROLE OF PARENTS

  - THERE SHALL BE PARENTAL INVOLVEMENT IN THE SELECTION OF HIGH SCHOOL DIVISION SUPERVISORY POSITIONS THAT ARE INVOLVED IN INSTRUCTION AND CURRICULUM RELATED ACTIVITIES.

  - PARENT PARTICIPATION SHALL NOT BE REQUIRED FOR POSITIONS NOT RELATED TO INSTRUCTION OR CURICULUM. THESE POSITIONS INCLUDE, BUT ARE NOT LIMITED TO AREAS SUCH AS BUDGET, PERSONNEL AND HIGH SCHOOL PLACEMENT.

  - WHEN THERE IS PARENTAL INVOLVEMENT, REQUIRED REPRESENTATIVES SHALL BE SELECTED BY THE BOROUGH-WIDE HIGH SCHOOL PARENT'S ASSOCIATIONS. THESE REPRESENTATIVES SHALL PARTICIPATE IN THE REVIEW OF RESUMES, FIRST-LEVEL INTERVIEW OF CANDIDATES AND THE RECOMMENDATION OF FINALISTS. THEY SHALL ALSO BE CONSULTED IN THE DEVELOPMENT OF SELECTION CRITERIA. THEY SHALL BE PART OF A COMMITTEE WHICH INCLUDES THE EXECUTIVE DIRECTOR OF THE DIVISION OF HIGH SCHOOLS, THE HIGH SCHOOL SUPERINTENDENT OF THEIR REPRESENTATIVES.

  - IF PARENTS ARE TO BE EXCLUDED FROM THE SELECTION PROCESS, THE CHANCELLOR MUST BE SO INFORMED AND APPROVE IN WRITING.

### 7.3.2 HIGH SCHOOL DIVISION REGULATIONS FOR THE SELECTION OF ASSISTANT PRINCIPALS

- CRITERIA

SPECIFIC SELECTION CRITERIA SHALL BE RELATED TO THE DUTIES OF THE POSITION, AND SHALL BE DEVELOPED BY THE LEVEL I SCREENING COMMITTEE, CHAIRED BY THE PRINCIPAL, AND INCLUDE PARENT REPRESENTATIVES. THESE CRITERIA SHALL INCLUDE CITY-WIDE CRITERIA AS LISTED IN CIRCULAR 30R, AS WELL AS THE FOLLOWING JOB-RELATED CRITERIA AND BE APPROVED BY THE SUPERINTENDENT PRIOR TO ADVERTISING THE POSITION. THESE CRITERIA SHALL BE MADE AVAILABLE TO EACH APPLICANT PRIOR TO INTERVIEW.

A.P. SUPERVISION

- EVIDENCE OF TEACHING EXPERIENCE AND EFFECTIVENESS IN WORKING WITH STUDENTS OF A BROAD RANGE OF ABILITIES.

- EVIDENCE OF SCHOLARSHIP AND IN-DEPTH KNOWLEDGE OF SUBJECT AREA.
- EVIDENCE OF INVOLVEMENT IN INSTRUCTIONAL AND/OR CURRICULUM EVALUATION, MODIFICATION OR INNOVATION.
- EVIDENCE OF LEADERSHIP, COMMITMENT AND PROFESSIONALISM.
- DEMONSTRATED ABILITY TO WORK COOPERATIVELY AND EFFECTIVELY WITH INDIVIDUALS AND GROUPS BOTH WITHIN AND OUTSIDE THE SCHOOL SYSTEM.
- DEMONSTRATED SKILL IN WRITTEN AND ORAL COMMUNICATION.
- EVIDENCE OF ORGANIZATIONAL SKILLS.
- EVIDENCE OF ABILITY TO EVALUATE TEACHING EFFECTIVENESS AND TO ASSIST STAFF IN IMPROVING THEIR INSTRUCTIONAL TECHNIQUES.
- KNOWLEDGE OF INSTRUCTIONAL AND TESTING MATERIALS APPLICABLE TO STUDENTS BEING INSTRUCTED.
- UNDERSTANDING OF GUIDANCE NEEDS OF STUDENTS.

A.P. ADMINISTRATION

- EVIDENCE OF FAMILIARITY WITH ORGANIZATION, ADMINISTRATION, COORDINATION AND SUPERVISION OF PUPIL PERSONNEL SERVICES AND PROGRAMS, AND BASIC SCHOOL OPERATIONS.
- KNOWLEDGE AND AWARENESS OF THE ORGANIZATIONAL, GUIDANCE AND INSRTUCTIONAL NEEDS OF AN URBAN HIGH SCHOOL.
- EVIDENCE OF FAMILIARITY WITH PROGRAMMING, SCHEDULE AND PLANNING OF HIGH SCHOOL SERVICES.
- EVIDENCE OF ABILITY TO INTERPRET AND IMPLEMENT DIRECTIVENESS OF THE BOARD OF EDUCATION.
- EVIDENCE OF LEADERSHIP, COMMITMENT AND PROFESSIONALISM.
- DEMONSTRATED ABILITY TO WORK COOPERATIVELY AND EFFECTIVELY WITH INDIVIDUALS AND GROUPS BOTH WITHIN AND OUTSIDE THE SCHOOL SYSTEM.
- DEMONSTRATED SKILL IN WRITTEN AND ORAL COMMUNICATION.

- FIRST LEVEL SCREENING AND INTERVIEWING
  - A FIRST-LEVEL SCREENING COMMITTEE SHALL BE ORGANIZED CONSISTING OF THE PRINCIPAL OF THE SCHOOL AS CHAIRPERSON, TWO PROFESSIONALS

OF SUPERVISORY RANK DESIGNATED BY THE PRINCIPAL (ONE OF WHOM, IF POSSIBLE SHALL REPRESENT THE SUBJECT OR ADMINISTRATIVE AREA BEING FILLED), AND THREE MEMBERS OF THE PARENT'S ASSOCIATION OF THE SCHOOL WHO ARE DESIGNATED BY THE P.A. PRESIDENT IN COOPERATION WITH THE EXECUTIVE BOARD. WHEREVER POSSIBLE, ASSISTANT PRINCIPALS FROM SCHOOLS OTHER THAN THE ONE IN WHICH THE VACANCY EXISTS, SHOULD SERVE ON THE SCREENING COMMITTEE. THE DIVISION OF PERSONNEL SHALL ALSO BE REPRESENTED ON THIS COMMITTEE TO ENSURE COMPLIANCE WITH THE PROCEDURES OUTLINED IN CIRCULAR 30R.

THE PRINCIPAL SHALL REQUEST PERSONNEL PROFILES FROM THE OFFICE OF FIELD SERVICES TWO (2) WEEKS AFTER CLOSING DATE FOR RECEIPT OF APPLICATIONS. THE SCREENING COMMITTEE SHALL SCREEN APPLICANTS' PERSONAL PROFILES AND APPLICATION IN ORDER TO DETERMINE WHICH OF THE APPLICANTS ARE TO BE INTERVIEWED. AT LEAST TEN CANDIDATES MUST BE INTERVIEWED IF THERE IS A TOTAL OF TEN OR MORE APPLICANTS. CANDIDATES SHOULD BE INFORMED THAT THEY ARE CALLED FOR A LEVEL II INTERVIEW. CONTENTS OF PORTFOLIO MAY BE OBTAINED FROM ANY PRINCIPAL.

ATTACHMENT C OF CIRCULAR 30R MUST BE SUBMITTED TOGETHER WITH FIVE (5) RECOMMENDATIONS IN ALPHABETICAL ORDER TO THE HIGH SCHOOL SUPERINTENDENT FOR THE BOROUGH. THE PRINCIPAL IS RESPONSIBLE FOR SENDING LETTERS TO UNSUCCESSFUL CANDIDATES AND RETURNING THEIR PROFILES TO THE OFFICE OF FIELD SERVICES.

### • SECOND LEVEL INTERVIEW - A.P.

THE HIGH SCHOOL SUPERINTENDENT WHO HAS JURISDICTION OVER THE SCHOOL IN WHICH THE VACANCY EXISTS SHALL CONVENE THE SECOND-LEVEL INTERVIEW COMMITTEE AND SHALL NOTIFY ALL APPLICANTS OF THE OUTCOME OF THE INTERVIEWS.

THE SUPERINTENDENT SHALL ORGANIZE A CHANCELLOR'S SECOND LEVEL COMMITTEE WHICH SHALL CONSIST OF A SUPERINTENDENT OR HIS/HER DESIGNEE, A REPRESENTATIVE OF THE HIGH SCHOOL DIVISION, A REP- OF THE PERSONNEL DIVISION AND THREE (3) PARENTS. THE REPRESENTATIVE OF THE DIVISION OF PERSONNEL SHALL PARTICIPATE IN ALL ASPECTS OF THE SELECTION PROCESS EXCEPT VOTING.

AFTER INTERVIEWING FIVE (5) CANDIDATES, THE SECOND-LEVEL COMMITTEE SHALL SUBMIT A WRITTEN RECOMMENDATION TO THE HIGH SCHOOL SUPERINTENDENT, WHO WILL INDICATE HIS/HER APPROVAL BY FORWARDING THE NAME OF THE APPROVED CANDIDATE TOGETHER WITH THE FIRST-LEVEL SCREENING COMMITTEE'S ATTACHMENT C AND HIS/HER COPY OF ATTACHMENT C TO THE EXECUTIVE DIRECTOR OF THE HIGH SCHOOL DIVISION. THERE SHOULD BE A WRITTEN EVALUATION ON EACH OF THE FIVE (5) CANDIDATES. THE EXECUTIVE DIRECTOR of the High School Division will act for the Chancellor on these assignments or appointments. After the Superintendent has been notified of the successful candidates by the Executive Director of the High School Division, he/she shall communicate with the unsuccessful candidates and return their profiles to the Office of Field Services.

If the Superintendent or Executive Director of High Schools disapproves, the Screening committee may be directed to interview further or request that the position be readvertised.

## 7.3.3 HIGH SCHOOL DIVISION REGULATIONS FOR THE SELECTION OF PRINCIPALS

### • CRITERIA

Prior to the screening of applicants and review of personal profiles, the Parents Association may solicit the views and recommended criteria for selection of a principal from persons, organizations or community groups, including student organizations. Criteria shall include:

- Record of administrative and supervisory experience supported by performance in various projects and programs at the secondary level.
- Evidence of curriculum development, innovative programs for students, teachers training and other efforts toward the improvement of instruction and learning, including programs designed to raise aspirational and achievement levels.
- Experience in various educationl leadership roles ranging from work with parent, student, teacher and community groups, to college and other institutional relationships.
- Educational background showing evidence of scholarship, familiarity with other disciplines and applications of learning in a subject specialty with ancillary skills including writing and speaking skills.

### • FIRST LEVEL SCREENING AND INTERVIEWING

The High School Superintendent who has jurisdiction over the school in which the vacancy exists shall convene the First-Level Inteview Committee and notify applicants of the outcome of the interview.

A Screening and First-Level Interview Committee shall be organized. It shall consist of the High School Superintendent in charge of the school, a minimum of three (3) parents chosen by P.A. President in

COOPERATION WITH THE PARENT ASSOCIATION, AN OBSERVER FROM THE CHANCELLOR'S OFFICE AND A REPRESENTATIVE FROM THE DIVISION OF PERSONNEL. IF THE SUPERINTENDENT SO RECOMMENDS, UP TO THREE (3) SUPERVISORS SELECTED BY THE HIGH SCHOOL SUPERINTENDENT MAY ALSO BE REPRESENTED ON THIS COMMITTEE. IF THE P.A. WISHES TO SUBSTITUTE ONE STUDENT FOR A PARENT, IT MAY DO SO IN AGREEMENT WITH THE SUPERINTENDENT.

THE SUPERINTENDENT, THE EXECUTIVE DIRECTOR AND THE CHANCELLOR HAVE THE RIGHT TO SUBMIT ADDITIONAL NAMES TO SCREENING COMMITTEE FOR CONSIDERATION AND POSSIBLE INTERVIEW FROM THE PERSONAL PROFILES SUBMITTED. IF, AFTER INTERVIEW, NO APPLICANT APPEARS TO BE SATISFACTORY, THE POSITION MAY BE READVERTISED. IT IS RECOMMENDED THAT A MINIMUM OF 12 CANDIDATES BE INTERVIEWED; TWO (2) OF WHOM SHALL BE ALTERNATES.

THE INTERVIEW PANEL SHALL RECOMMEND THREE (3) CANDIDATES AND TWO (2) ALTERNATES IN ALPHABETICAL UNRANKED ORDER TO THE DIVISION OF PERSONNEL. THE NAMES SHALL BE ACCOMPANIED BY A COPY OF ATTACHMENT C, CIRCULAR 30R.

ALL QUESTIONS WITH REGARD TO THE SELECTION PROCESS AT LEVEL I FOR PRINCIPAL FOR A GIVEN HIGH SCHOOL SHOULD BE REFERRED TO THE SUPERINTENDENT FOR THE HIGH SCHOOL.

### SECOND LEVEL INTERVIEWING

IT IS THE RESPONSIBILITY OF THE DIVISION OF PERSONNEL TO COMMUNICATE WITH THE APPLICANTS AND COMMITTEE MEMBERS FOR THE LEVEL II INTERVIEW AND TO NOTIFY APPLICANTS OF THE OUTCOME OF THE INTERVIEW.

THE CANDIDATES RECOMMENDED BY THE SCREENING COMMITTEE, FROM LEVEL I SHALL BE INTERVIEWED BY A SECOND-LEVEL COMMITTEE CONSISTING OF THE EXECUTIVE DIRECTOR OF THE DIVISION OF PERSONNEL, THE EXECUTIVE DIRECTOR OF THE DIVIVISION OF HIGH SCHOOLS, A SUPERINTENDENT IN THE DIVISION OF HIGH SCHOOLS OTHER THAN THE SUPERINTENDENT WHO EXERCISES JURISDICTION OVER THE SCHOOL, AND THREE (3) PARENT OBSERVERS. THE SECOND-LEVEL INTERVIEW COMMITTEE SHALL SUBMIT EVALUATIONS AND MAKE A RECOMMENDATION TO THE CHANCELLOR FOR ASSIGNMENT OR APPOINTMENT OF ONE OF THE INTERVIEWED APPLICANTS. THE SELECTION, WHICH IS THEN MADE BY THE CHANCELLOR, SHALL BE AMONG THESE APPLICANTS. IF THE CHANCELLOR DOES NOT WISH TO SELECT ANY OF THE APPLICANTS INTERVIEWED BY THE SECOND LEVEL COMMITTEE, THE POSITION MAY BE READVERTISED, AFTER THE CHANCELLOR ADVISES THE PARENT REPRESENTATIVE OF THE REASONS FOR THE DECISION.

### 7.3.4 HIGH SCHOOL DIVISION REGULATIONS FOR THE SELECTION OF PRINCIPALS OF ALTERNATIVE SCHOOLS

- CRITERIA

THE FOLLOWING CRITERIA SHALL BE INCLUDED AND REFINED BY THE SCREENING

Committee in terms of the special needs of individual Alternative High Schools:

- Administrative or supervisory experience
- Evidence of leadership in innovative programs
- Special interest in and experience with young people unresponsive to or not well served by regular high schools
- Skill in written and oral communication
- Special skill in assisting teachers to adjust curriculum to meet students' needs, and ability to select materials of instruction to work with individual students

### FIRST LEVEL SCREENING AND INTERVIEWING

The High School Superintendent who has jurisdiction over the school in which the vacancy exists shall convene the First-Level Committee. It shall consist of that Superintendent or a designee knowledgeable about alternative learning environments, a representative of the Executive Director of the Division of High Schools, two parent representatives selected by the parent organization of the school and a representative from the Division of Personnel.

Attachment C of Circular 30R must be submitted along with five (5) recommendations in alphabetical order and two (2) alternates to the Division of Personnel.

It is the responsibility of the High School Superintendent who has jurisdiction over the school to submit the recommendations of the First Level Committee as well as to notify applicants of the outcome of the interview.

### SECOND LEVEL INTERVIEWING

The Division of Personnel shall communicate with all candidates and Committee Members for Level II Interviews as well as notify applicants of the outcome of the interview.

A Second-Level Chancellor's Committee consisting of the Executive Director of the Divison of High Schools, the Executive Director of Personnel, a Borough Superintendent, a Principal of any Alternative High School, and an observer from the Chancellor's Office shall interview the recommended candidates and forward a written recommendation to the Chancellor for approval and appropriate implementation. If the Chancellor rejects the recommendation of the Committee, the position may be readvertised.

## 7.3.5 HIGH SCHOOL DIVISION REGULATIONS FOR THE SELECTION OF HEADQUARTERS' PERSONNEL OTHER THAN SUPERINTENDENTS

- CRITERIA

SPECIFIC SELECTION CRITERIA IN CONSULTATION WITH PARENTS SHALL BE RELATED TO THE DUTIES OF THE POSITION, SHALL BE DEVELOPED PRIOR TO ADVERTISING THE POSITION, AND SHALL BE MADE AVAILABLE TO EACH APPLICANT PRIOR TO INTERVIEW.

SELECTION CRITERIA SHALL INCLUDE HIGH STANDARDS OF PROFESSIONAL ABILITY AND PERFORMANCE, KNOWLEDGE OF THE PARTICULAR AREA, AS WELL AS SPECIFIC PRIORITIES DEPENDENT UPON THE NEEDS OF EACH OFFICE AND PERSONAL QUALIFICATIONS.

SPECIFIC SELECTION CRITERIA SHALL BE APPROVED BY THE EXECUTIVE DIRECTOR OF THE DIVISION OF HIGH SCHOOLS.

PARENTS SHALL BE CALLED UPON TO PARTICIPATE IN THE DEVELOPMENT OF SELECTION CRITERIA WHERE THE POSITION TO BE FILLED IS INSTRUCTION OR CURRICULUM RELATED.

- FIRST LEVEL INTERVIEWING

THE SCREENING AND INTERVIEW COMMITTEE AT LEVEL I SHALL CONSIST OF DESIGNEES OF THE HIGH SCHOOL SUPERINTENDENT, IF INVOLVED, THE EXECUTIVE DIRECTOR OF THE DIVISION OF HIGH SCHOOLS, THE DIVISION OF PERSONNEL AND TWO (2) PARENT REPRESENTATIVES SELECTED BY APPROPRIATE BOROUGH FEDERATION AND AN OBSERVER FROM THE CHANCELLOR'S OFFICE.

THE SCREENING COMMITTEE SHALL SCREEN PERSONAL PROFILES AND APPLICATIONS IN ORDER TO DETERMINE WHICH OF THE APPLICANTS ARE TO BE INTERVIEWED. AT LEAST 10 CANDIDATES MUST BE INTERVIEWED IF THERE IS A TOTAL OF TEN OR MORE APPLICANTS. THE DIVISION OF PERSONNEL SHALL PREPARE THE INTERVIEW SCHEDULE AND COMMUNICATE WITH APPLICANTS AND PANEL MEMBERS.

THE SCREENING COMMITTEE SHALL RECOMMEND FIVE (5) CANDIDATES IN ALPHABETICAL ORDER TO THE EXECUTIVE DIRECTOR OF THE DIVISION OF PERSONNEL. THEY SHALL FORWARD A COPY OF ATTACHMENT C, CIRCULAR 30R.

- SECOND LEVEL INTERVIEWING

THE FIVE (5) FINALISTS SHALL BE INTERVIEWED BY A CHANCELLOR'S COMMITTEE WHICH SHALL INCLUDE THE EXECUTIVE DIRECTOR OF THE DIVISION OR A REPRESENTATIVE, A HIGH SCHOOL SUPERINTENDENT OR A DESIGNEE, THE EXECUTIVE DIRECTOR OF PERSONNEL OR A REPRESENTATIVE, THREE PARENTS AS OBSERVERS AND AN OBSERVER FROM THE CHANCELLOR'S OFFICE. AFTER A FINALIST HAS BEEN SELECTED, THE SUPERINTENDENT SHOULD COMMUNICATE WITH THE UNSUCCESSFUL CANDIDATE FOR LEVEL I.

The Chancellor's Committee, upon completion of the interviews, shall submit a written recommendation to the Chancellor for assignment or appointment of one of the three applicants. The Chancellor, in turn, shall select one of three applicants and direct the Executive Director of the Division of Personnel to take appropriate follow-up action.

The Division of Personnel shall convene the First and Second Level Interview Committees and communicate with all candidates.

## 7.4 SELECTION OF ASSISTANT PRINCIPALS AND OF SUPERVISORS OF SPECIAL EDUCATION, DAY HIGH SCHOOL

(H.S. Memo #101, dated May 26, 1983)

Please find below High School Division Regulations for the selection of:

(1) Assistant Principal - Special Education (Supervision & Administration Day High School)

(2) Supervisor of Special Education Day High School

- A First-Level Screening Committee shall be organized consisting of the principal or his designee as chairperson, a representative from the Division of Special Education, two parents (if possible, parents of Special Education students in the school), a representative of the Division of Personnel, and may also include the Assistant Principal of Guidance.
- Screening and selection procedures shall include city-wide criteria as listed in Circular 30R, as well as the following job related criteria:

### ASSISTANT PRINCIPAL - SPECIAL EDUCATION DAY HIGH SCHOOL

- Evidence of teaching experience and effectiveness in working with high school students with Special Education needs
- Evidence of involvement in instructional and/or curriculum evaluation, modification or innovation
- Evidence of in-depth knowledge of Special Education issues in the high schools
- Evidence of professional leadership
- Demonstrated ability to work cooperatively and effectively with individuals and groups both within and outside the school system
- Demonstrated skill in written and oral communication

- EVIDENCE OF ORGANIZATIONAL SKILLS INCLUDING FAMILIARITY WITH PROGRAMMING, SCHEDULING AND PLANNING OF HIGH SCHOOL SERVICES
- EVIDENCE OF ABILITY TO INTERPRET AND IMPLEMENT DIRECTIVES OF THE BOARD OF EDUCATION
- EVIDENCE OF ABILITY TO EVALUATE TEACHING EFFECTIVENESS AND TO ASSIST STAFF IN IMPROVING INSTRUCTIONAL TECHNIQUES
- UNDERSTANDING OF GUIDANCE NEEDS OF SPECIAL EDUCATION STUDENTS

SUPERVISOR OF SPECIAL EDUCATION DAY HIGH SCHOOLS

- EVIDENCE OF TEACHING EXPERIENCE AND EFFECTIVENESS IN WORKING WITH HIGH SCHOOL STUDENTS WITH SPECIAL EDUCATION NEEDS
- EVIDENCE OF INVOLVEMENT IN INSTRUCTIONAL AND/OR CURRICULUM EVALUATION, MODIFICATION OR INNOVATION
- EVIDENCE OF IN-DEPTH KNOWLEDGE OF SPECIAL EDUCATION ISSUES IN THE HIGH SCHOOLS
- EVIDENCE OF PROFESSIONAL LEADERSHIP
- DEMONSTRATED ABILITY TO WORK COOPERATIVELY AND EFFECTIVELY WITH INDIVIDUALS AND GROUPS BOTH WITHIN AND OUTSIDE THE SCHOOL SYSTEM
- DEMONSTRATED SKILL IN WRITTEN AND ORAL COMMUNICATION
- EVIDENCE OF ORGANIZATIONAL SKILLS INCLUDING FAMILIARITY WITH PROGRAMMING, SCHEDULING AND PLANNING OF HIGH SCHOOL SERVICES
- EVIDENCE OF ABILITY TO INTERPRET AND IMPLEMENT DIRECTIVES OF THE BOARD OF EDUCATION
- EVIDENCE OF ABILITY TO EVALUATE TEACHING EFFECTIVENESS AND TO ASSIST STAFF IN IMPROVING INSTRUCTIONAL TECHNIQUES
- UNDERSTANDING OF GUIDANCE NEEDS OF SPECIAL EDUCATION STUDENTS

### 7.5 ASSIGNMENT OF SUPERVISORS

IN ORDER NOT TO DISRUPT CLASSES THE LAST DAY, NEW ASSISTANT PRINCIPALS WILL BE ASSIGNED BY THE LAST DAY OF THE FIRST WEEK OF THE FALL OR SPRING TERMS.

ALL INTERIM ACTING PRINCIPALS, ASSISTANT PRINCIPALS AND OTHER SUPERVISORS MUST BE TERMINATED PRIOR TO THEIR FIRST ANNIVERSARY.

IF INTERIM ACTING PERSONNEL SERVED BEYOND ONE YEAR, IT IS CONCEIVABLE THAT THEY WOULD AUTOMATICALLY CHANGE STATUS TO ACTING PERSONNEL.

IN ORDER THAT THIS NOT TAKE PLACE, PLEASE NOTIFY ALL INTERIM ACTING PERSONNEL WHO WILL HAVE COMPLETED ONE YEAR BY THE OPENING OF SCHOOL FOR THE FALL SEMESTER THAT THEY ARE TERMINATED IN THE INTERIM ACTING POSITION. ANOTHER PERSON MAY BE SELECTED TO FILL THIS VACANCY ON AN INTERIM ACTING BASIS FOR A PERIOD NOT TO EXCEED ONE YEAR.

## 7.6 TEACHING EXEMPTIONS FOR ASSISTANT PRINCIPALS (SUPERVISION)

(H.S. MEMO #54, DATED JANUARY 20, 1983)

IN ORDER TO PROVIDE TIME FOR SUPERVISION OF TEACHERS IN THEIR DEPARTMENTS, ASSISTANT PRINCIPALS WILL BE ACCORDED THE FOLLOWING EXEMPTIONS FROM TEACHING ASSIGNMENTS EFFECTIVE FEBRUARY 1, 1983:

1. A SUPERVISOR WHO SUPERVISES 5-15 TEACHERS INCLUDING THE SUPERVISOR SHALL TEACH A MAXIMUM OF THREE CLASSES DAILY.

2. A SUPERVISOR WHO SUPERVISES 16-24 TEACHERS INCLUDING THE SUPERVISOR SHALL TEACH A MAXIMUM OF TWO CLASSES DAILY.

3. A SUPERVISOR WHO SUPERVISES 25-34 TEACHERS INCLUDING THE SUPERVISOR SHALL TEACH A MAXIMUM OF ONE CLASS DAILY.

4. A SUPERVISOR WHO SUPERVISES 35-44 TEACHERS INCLUDING THE SUPERVISOR SHALL TEACH ONE CLASS DAILY AND BE ENTITLED TO ONE TEACHER ASSISTANT FOR NO FEWER THAN ONE PERIOD EACH DAY.

5. A SUPERVISOR WHO SUPERVISES 45 OR MORE TEACHERS INCLUDING THE SUPERVISOR SHALL TEACH ONE CLASS DAILY AND BE ENTITLED TO TWO TEACHER ASSISTANTS FOR NO FEWER THAT ONE PERIOD EACH DAY.

6. A SUPERVISOR WHO IS ASSIGNED TWO OR MORE DEPARTMENTS OR WHOSE DEPARTMENT INCLUDES STAFF IN A MAIN BUILDING AND AN ANNEX, SHALL RECEIVE AN ADDITIONAL TEACHING EXEMPTION OF FIVE PERIODS A WEEK. FOR PURPOSES OF THE ADDITIONAL TEACHING EXEMPTION FOR A SUPERVISOR WITH TWO OR MORE DEPARTMENTS, A SECOND DEPARTMENT IS DEFINED AS ONE CONSISTING OF A MINIMUM OF FIVE TEACHERS, NOT INCLUDING THE SUPERVISOR, IN AN AREA HAVING A SIGNIFICANT AND DISTINGUISHABLE DIFFERENCE IN THE NATURE OF THE INSTRUCTIONAL CONTENT BEING SUPERVISED.

7. IN DETERMINING THE NUMBER OF TEACHERS SUPERVISED, EACH REGULARLY APPOINTED TENURED TEACHER SUPERVISED SHALL BE COUNTED AS ONE TEACHER. EACH REGULARLY APPOINTED PROBATIONER AND SUSTITUTE TEACHER SHALL BE COUNTED AS 1.5 TEACHERS. EACH LABORATORY SPECIALIST ASSIGNED SHALL BE COUNTED AS ONE TEACHER.

8. EVERY SUPERVISOR WILL TEACH AT LEAST ONE CLASS DAILY.

THIS MEMORANDUM DOES NOT APPLY TO ASSISTANT PRINCIPALS, SUPERVISION AND ADMINISTRATION - SPECIAL EDUCATION.

## 7.7 EXCESSING OF SUPERVISORS IN HIGH SCHOOLS
(H.S. MEMORANDUM #55, DATED JANUARY 11, 1980)

- PROCEDURES

EFFECTIVE AS OF FEBRUARY 1, 1980, ASSISTANT PRINCIPALS MAY BE EXCESSED FROM HIGH SCHOOLS PROVIDED THAT ALL OF THE PROCEDURES OUTLINED BELOW ARE FOLLOWED:

- A WRITTEN REQUEST IS SENT TO THE AREA HIGH SCHOOL SUPERINTENDENT BY THE PRINCIPAL IN EXCESS.
- A LISTING IS APPENDED TO THE REQUEST WHICH INDICATES
  - ALL AP'S BY LICENSE AREA(S)
  - STATUS OF EACH (I.E., APPOINTED, ASSIGNED, INTERIM).
  - SUBJECT AREA(S) SUPERVISED AND NUMBERS OF TEACHERS IN EACH, CURRENT AND PLANNED.
  - A STATEMENT OF HOW THE "UNIT SAVINGS" WILL BE REALLOCATED IF THE REQUEST IS GRANTED.
- A REVIEW OF THE REQUEST IS CONDUCTED BY THE AREA HIGH SCHOOL SUPERINTENDENT AND SHALL NOTE THE REQUEST, ADD INFORMATION AS APPROPRIATE AND PRESENT IT TO THE EXECUTIVE DIRECTOR. (IN SOME INSTANCES, THE SUPERINTENDENT MAY DENY THE REQUEST OUTRIGHT AND RETURN IT TO THE SCHOOL.)
- A FINAL REVIEW IS CONDUCTED BY THE EXECUTIVE DIRECTOR OR HIS DESIGNEE WHO WILL COMMUNICATE THE ACTION TAKEN TO THE SCHOOL AND THE HIGH SCHOOL SUPERINTENDENT.

NO ACTION OR EXCESS NOTICES MAY BE SENT TO THE DIVISION OF PERSONNEL OR THE STAFF MEMBER UNTIL APPROVAL HAS BEEN GRANTED BY THE EXECUTIVE DIRECTOR.

### ASSIGNING AND EXCESSING SUPERVISORS WHEN DEPARTMENTS ARE MERGED
(H.S. MEMORANDUM #103, DATED JUNE 15, 1980)

IF TWO OR MORE DEPARTMENTS ARE MERGED AND AS A RESULT A SUPERVISOR IS IN EXCESS, THE SUPERVISOR WITH THE GREATEST NUMBER OF TEACHERS SHALL BE GIVEN THE ASSIGNMENT.

IF TWO OR MORE SUBJECT AREAS ARE MERGED AND EACH HAS FEWER THAN FIVE (5) TEACHERS INCLUDING THE SUPERVISOR, THEN THE SUPERVISOR WITH THE MOST SENIORITY (APPOINTMENT/TENURE DATE) SHALL BE ASSIGNED.

- ASSIGNMENT OF EXCESSED SUPERVISORS TO ADVERTISED VACANCIES
(H.S. MEMORANDUM #L03, DATED JUNE 15, 1980)

ADVERTISED VACANCIES MAY NOT BE WITHDRAWN WITHOUT THE APPROVAL OF THE EXECUTIVE DIRECTOR.

A SUPERVISOR IN EXCESS SHALL BE PLACED IN THE MOST RECENT ADVERTISED VACANCY UNDER THE JURISDICTION OF THE AREA SUPERINTENDENT.

IF NO ADVERTISED POSITION IS AVAILABLE UNDER THE JURISDICTION OF THE SUPERINTENDENT, THEN THE SUPERVISOR IN EXCESS SHALL BE PLACED IN THE MOST RECENTLY ADVERTISED VACANCY IN THE CITY.

IF SEVERAL POSITIONS ARE ADVERTISED IN THE SAME CIRCULAR IN THE SAME AREA, THE SUPERVISOR IN EXCESS SHALL BE PLACED IN THE VACANCY IN THE SCHOOL CLOSEST TO HIS/HER HOME.

## 7.8 CLASS SIZE FOR ASSISTANT PRINCIPAL - SUPERVISION
(H.S. MEMORANDUM #8, DATED SEPTEMBER 2, 1980)

IN PROGRAMMING CLASSES TO BE TAUGHT BY ASSISTANT PRINCIPALS - SUPERVISION, PLEASE ADHERE TO THE CLASS SIZE PROVISIONS OF THE UFT AGREEMENT.

## 7.9 SUPERVISION OF PUPIL PERSONNEL SERVICES DEPARTMENT BY THE ASSISTANT PRINCIPAL - ADMINISTRATION
(H.S. MEMORANDUM #79, DATED MARCH 21,1981)

### 7.9.1 GENERAL INFORMATION

- PERSONNEL INVOLVED

THE FOLLOWING PERSONNEL ARE A PART OF THE SCHOOL'S PUPIL PERSONNEL TEAM. THE SUPERVISION OF THEIR ACTIVITIES IS APPROPRIATELY THE RESPONSIBNILITY OF THE ASSISTANT PRINCIPAL, PUPIL PERSONNEL SERVICES.

- GUIDANCE COUNSELORS
- GRADE ADVISORS
- CAREER ADVISORS; EMPLOYMENT COUNSELORS; NYSES COUNSELORS; CO-OP ADVISORS
- DEANS: LATENESS/CUTTING COORDINATORS; (SOMETIMES UNDER THE ASSISTANT PRINCIPAL, ADMINISTRATION)
- DRUG EDUCATION SPECIALIST
- COORDINATOR OF STUDENT ACTIVITIES
- ATTENDANCE COORDINATOR
- MILITARY ADVISOR
- HEALTH COUNSELORS

### • IN SERVICE TRAINING

THE ASSISTANT PRINCIPAL, PUPIL PERSONNEL SERVICES EMPLOYS A WIDE RANGE OF TRAINING TECHNIQUES INCLUDING, BUT NOT LIMITED TO THE FOLLOWING:

- DEPARTMENT CONFERENCES, BASED ON PERCEIVED NEEDS AND REFLECTING THE ESTABLISHED GOALS OF THE DEPARTMENT, TO IMPROVE TECHNIQUES, SKILLS, ETC.
- REGULARLY SCHEDULED WORKSHOPS TO CORRECT PERCEIVED WEAKNESS IN GOALS, METHODS AND TECHNIQUES BY PROVIDING HANDS-ON EXPERIENCE.
- PRESENTATION OF CASE STUDIES FOR DISCUSSION BY DEPARTMENT MEMBERS.
- PLANNED INTER-SCHOOL VISITATIONS BY THE DEPARTMENT MEMBERS TO OBSERVE THE FUNCTIONING OF THEIR COUNTERPARTS IN OTHER SCHOOLS AND SETTINGS.
- DEMONSTRATION OF SPECIFIC TECHNIQUES (INTERVIEWING STUDENTS, GROUP COUNSELING, ETC.) BY IN-HOUSE AND OUTSIDE PERSONNEL.
- EVALUATION OF ADEQUACY OF RECORD KEEPING AND REFERRAL PRACTICES TO ENSURE THAT STUDENTS RECEIVE NEEDED SERVICES.
- OBSERVATION VISITS TO MEMBERS OF THE DEPARTMENT, FOLLOWED BY POST-OBSERVATION CONFERENCES AND WRITTEN REPORTS.

    - WHILE IN GENERAL, UNANNOUNCED VISITS ARE MORE NATURAL AND PROVIDE THE ASSISTANT PRINCIPAL WITH RICHER INSIGHTS THAN ANNOUNCED OBSERVATIONS, IT MUST BE RECOGNIZED THAT SOME COUNSELING SESSIONS ARE SO SENSITIVE THAT THE PRESENCE OF A THIRD PARTY MIGHT BE INTRUSIVE. MEMBERS OF THE DEPARTMENT SHOULD ALWAYS FEEL FREE TO INVITE OBSERVATIONS BY THE ASSISTANT PRINCIPAL. SUCH INVITATIONS SUPPLEMENT RATHER THAN SUPPLANT UNANNOUNCED VISITS.

    - AT TIMES THE ASSISTANT PRINCIPAL MAY DISCUSS WITH THE STAFF MEMBERS IMPORTANT ASPECTS OF THE COUNSELLING SESSION PRIOR TO THE OBSERVATIONS.

- ASSIGNMENT OF EXPERIENCED PERSONNEL AS MENTORS TO NEW AND LESS EXPERIENCED MEMBERS.

## 7.9.2 THE OBSERVATION PROCESS AS THE MAJOR TRAINING TECHNIQUE

THE OBSERVATION PROCESS IS STATIC UNLESS IT FOSTERS GROWTH. USING THE MECHANISMS DESCRIBED, THE ASSISTANT PRINCIPAL ACTS TO IMPROVE THE QUALITY OF GUIDANCE, TO MOTIVATE DEPARTMENT MEMBERS TO GROW PROFESSIONALLY, TO REENFORCE STAFF ATTITUDES AND TO ENCOURAGE PRIDE IN PROFESSIONAL ACCOMPLISHMENTS.

### • PURPOSE

TO IMPROVE THE DELIVERY OF GUIDANCE SERVICES
TO GUIDE THE PROFESSIONAL GROWTH OF THE GUIDANCE DEPARTMENT
TO ASSESS GROWTH OF THE DEPARTMENT MEMBERS OVER A PERIOD OF TIME
TO EVALUATE THE DEPARTMENT'S CONTRIBUTION TO THE SCHOOL AND IMPROVEMENT OF GOALS, IMPROVE OVER A PERIOD OF YEARS STANDARDS AND INNOVATIONS

TO ENABLE THE ASSISTANT PRINCIPAL TO IDENTIFY NEEDS, TO HELP PLAN CORRECTIVE PROGRAMS, DEPARTMENTAL CONFERENCES, WORKSHOPS ETC.
TO IDENTIFY DEPARTMENT MEMBERS WHO SHOULD BE ENCOURAGED TOWARDS PROMOTION
TO ENCOURAGE SELF-EVALUATION
TO SET DEPARTMENT STANDARDS IN MATTERS OF PLANNING, AND COUNSELING TECHNIQUES
TO HELP IN RATING MEMBERS OF THE DEPARTMENT

### • TYPES OF OBSERVABLE ACTIVITIES

THESE ACTIVITIES MAY INCLUDE, BUT ARE NOT LIMITED TO:

INDIVIDUAL CASE CONFERENCES
PARTICIPATION IN SUSPENSION HEARINGS
PARTICIPATION IN PRE-SUSPENSION HEARINGS
CAREER PROGRAMS AND CONFERENCES
COLLEGE CONFERENCES
GROUP GUIDANCE
GROUP COUNSELING
PARENT WORKSHOPS OR MEETINGS
ARTICULATION CONFERENCES

### • POST OBSERVATION CONFERENCES

THE POST-OBSERVATION CONFERENCE SHOULD INCLUDE BUT NOT NECESSARILY BE LIMITED TO THE FOLLOWING ELEMENTS:

REVIEW OF THE PREPARATION FOR ACTIVITIES OR INTERVIEW OBSERVED
EVALUATION OUTCOMES
DISCUSSION OF THE STRENGTHS AND WEAKNESS OBSERVED
EVALUATION OF OUTCOMES
DISCUSSION OF THE STRENGTHS AND WEAKNESS OBSERVED
SUGGESTIONS FOR IMPROVEMENT
COMMENTS ON STUDENT(S) GROWTH AND UNDERSTANDING
DISCUSSION OF SUPPORTIVE SCHOOL SERVICES
DISCUSSION OF NEXT STEPS IN THE GUIDANCE PROCESS INCLUDING RECORD KEEPING AS NEEDED.

THE POST-OBSERVATION CONFERENCE HAS BROADER CONCERNS THAN THE ACTIVITY ITSELF. IN ADDITION TO CONCENTRATING ON THE IMPORTANT ELEMENTS IN THE OBSERVED SESSION, THE ASSISTANT PRINCIPAL WILL REMIND THE DEPARTMENT MEMBER OF SOME OF THE OTHER FACTORS THAT ALSO AFFECT PROFESSIONAL PERFORMANCE. SUCH REMINDERS SHOULD BE RESERVED FOR ORAL DISCUSSION ONLY.

EVEN MORE IMPORTANTLY, THE POST-OBSERVATION CONFERENCE WILL CONSIDER THE OTHER PROFESSIONAL MATTERS, NOT MERELY THOSE ELEMENTS STRICTLY RELATED TO THE OBSERVED COUNSELING SESSION (I.E. GENERAL GUIDANCE PROBLEMS, SLOW LEARNER PROBLEMS, ENRICHMENT, ARTICULATION WITH AGENCIES) AND WILL ALLOW THE ASSISTANT PRINCIPAL AND COUNSELOR/ADVISOR TO SHARE BROADER EDUCATIONAL COCERNS.

## • FORMAT

SINCE THE WRITTEN OBSERVATIONS REPORT SERVES AS AN OFFICIAL DOCUMENT AND LONGITUDINAL RECORD OF PROGRESS, IT SHOULD ASSUME A CHARACTERISTIC WHICH IS CLEAR IN STRUCTURE, STYLE AND DIRECTION. THE FOLLOWING STRUCTURE IS RECOMMENDED:

### MECHANICAL DETAILS

- EACH WRITTEN REPORT SHOULD INCLUDE:
  - NAME OF DEPARTMENT MEMBER
  - TYPE OF ACTIVITY OBSERVED
  - DATE OF OBSERVATION
  - DATE OF CONFERENCE
  - DATE OF REPORT
- FORMAT: TO AVOID IMPERSONALITY, THE REPORT SHOULD BE WRITTEN AS A LETTER.
- STYLE: A SIMPLE AND CLEAR EXPOSITORY STYLE TENDS TO PREVENT MISUNDERSTANDING.

### ORGANIZATION

- DESCRIPTION: OBSERVATION REPORTS SHOULD BEGIN WITH THE DESCRIPTION OF THE ACTIVITY, INCLUDING A CLEAR STATEMENT OF OBJECTIVES, TECHNIQUES EMPLOYED, THE ESTABLISHMENT OF RAPPORT, CHANGES EFFECTED, RESPONSIVENESS OF STUDENTS AND THE INVOLVEMENT OF STUDENTS IN THE COUNSELING PROCESS. THIS SECTION SHOULD NOT BE OVERLY DETAILED.
- COMMENDATIONS: THIS SECTION SHOULD INDICATE THE IMPORTANT PROFESSIONAL STRENGTHS OBSERVED WITH A BRIEF EXPLANATION OF WHY THEY IMPROVED THE COUNSELING SESSION. INCLUDED HERE SHOULD BE SUCH QUALITIES AS RESOURCEFULNESS OF QUESTIONS ANDEVIDENCE OF KNOWLEDGE OF THE PROBLEM. WHERE THE DEPARTMENT MEMBER REVEALS SIGNIFICANT PROFESSIONAL GROWTH, HE/SHE SHOULD RECEIVE PARTICULAR COMMENDATION.
- RECOMMENDATIONS: MERITING MAJOR EMPHASIS, THIS SECTION SHOULD REFLECT UNDERSTANDING DEVELOPED AT THE POST-OBSERVATION CONFERENCE AND SHOULD ANALYZE SUBSTANTIVE WEAKNESS. THE RECOMMENDATIONS SHOULD:
  - IDENTIFY THE WEAKNESS SPECIFICALLY
  - EXPLAIN CONCRETELY WHY THE PRACTICE IS WEAK
  - REVEAL BY SPECIFIC EXAMPLE HOW TO CORRECT IT
  - BE LIMITED IN NUMBER
- CONTINUITY: WHERE A PREVIOUS RECOMMENDATION HAS BEEN ADOPTED AND, THUS, THE QUALITY OF COUNSELING IMPROVED, THE WRITTEN REPORT SHOULD COMMEND THE RESPONSIVENESS TO SUPERVISION AND THE ATTAINMENT OF PROFESSIONAL GROWTH. WHERE A PREVIOUS RECOMMENDATION HAS NOT BEEN IMPLEMENTED AND, THUS, THE WEAKNESS IS STILL APPARENT, THE ASSISTANT PRINCIPAL MAY PRESENT THE SUGGESTION FROM ANOTHER POINT OF VIEW OR REITERATE IT AND REFER TO THE PREVIOUS REPORT. CONTINUITY OF SUPERVISION IS CRITICAL IN INSURING THAT RECOMMENDATIONS ARE CARRIED OUT AND THAT THE OBSERVATION PROCESS HAS SIGNIFICANT IMPACT.

- SUMMARY: A SUMMARY EVALUATION SERVES TO PLACE THE ENTIRE REPORT IN PERSPECTIVE. IT SHOULD BE GENEROUS BUT REALISTIC. IN THE CASE OF POOR OR UNSATISFACTORY PERFORMANCE, THE ASSISTANT PRINCIPAL SHOULD EXPRESS HIS REACTION CLEARLY BUT WITHOUT VIOLATING THE INDIVIDUAL'S INTEGRITY.

## • SUBSTANTIVE CONSIDERATIONS

TO ENSURE THAT THE OBSERVATION PROCESS PROVIDES CLEAR DIRECTION TO MEMBERS OF THE PUPIL PERSONNEL TEAM, THE ASSISTANT PRINCIPAL, PUPIL PERSONNEL SERVICES, SHOULD FOCUS ATTENTION ON SUBSTANTIVE ASPECTS OF THE OBSERVED ACTIVITY IN BOTH THE OBSERVATION REPORT AND DURING THE POST-OBSERVATION CONFERENCE. CONCENTRATION ON PERIPHERAL OR EPHEMERAL TOPICS IS OF LITTLE VALUE.

IN GENERAL, THE FOLLOWING ASPECTS OF GUIDANCE-ORIENTED INTERVIEWS WARRANT MAJOR CONSIDERATION IN THE OBSERVATION REPORT:

- ESTABLISHING RAPPORT: A WARM RELATIONSHIP BETWEEN INTERVIEWER AND STUDENT(S) MUST BE ESTABLISHED.
- MOTIVATION: THE INTEREST AND ATTENTION OF THE STUDENT(S) MUST BE ENGAGED.
- AIM OR PERFORMANCE OBJECTIVE: THE PURPOSE OF THE INTERVIEW OR OTHER ACTIVITY MUST BE CLEAR, APPROPRIATE, AND WORTHWHILE.
- QUALITY AND APPROPRIATENESS OF PLANNING: GUIDANCE ACTIVITIES, LIKE PEDAGOGIC ACTIVITIES, REQUIRE PRELIMINARY PLANNING APPROPRIATE TO THE ACTIVITY (REVIEW OF STUDENT RECORDS, A PRE-PLANNED APPROACH TO THE INTERVIEW OR OTHER ACTIVITY, ETC.)
- INTERPERSONAL RELATIONSHIPS: IN GENERAL, THE TONE SHOULD BE WARM AND EMPATHETIC, SUPPORTIVE, NON-JUDGMENTAL, ATTENTIVE, CONCENTRATING ON THE CLIENT'S NEEDS. SOUND JUDGMENT AND SENSITIVITY ARE ESSENTIAL.
- PROFESSIONAL SKILLS: MANY TECHNIQUES AND PROFESSIONAL SKILLS MAY BE EMPLOYED DURING THE INTERVIEW INCLUDING SILENCE, ACCEPTANCE, SUMMARIZATION, REFLECTION, CONFRONTATION, INTERPRETATION, REASSURANCE AND PERSUASION.
- ENVIRONMENT: THE OFFICE SHOULD BE ATTRACTIVE, QUIET, PRIVATE
- ARTICULATION: WHEN APPROPRIATE, REFERRALS TO INTERNAL AND EXTERNAL RESOURCES SHOULD BE MADE.
- RECORD KEEPING: LOGS AND RECORDS SHOULD BE SIMPLE, CLEAR AND ADEQUATELY DETAILED.
- OUTCOMES: BEHAVIOR MODIFICATION AND AFFECTIVE CHANGE ARE GRADUAL PROCESSES, BUT EVERY GUIDANCE ACTIVITY MUST HAVE CLEAR AND JUSTIFIABLE OUTCOMES, NO MATTER HOW INCREMENTALLY UNDERSTANDINGS AND INSIGHTS ARE DEVELOPED. THESE OUTCOMES DIFFERENTIATE GUIDANCE-ORIENTED INTERVIEWS FROM RAP SESSIONS.

## 7.10 OUT-OF-BUILDING MEETINGS
(H.S. MEMO #26, DATED OCTOBER 20, 1981)

- MEETINGS REQUIRING HIGH SCHOOL PERSONNEL TO LEAVE THE BUILDING SHOULD BE SCHEDULED SO THAT THERE IS A MINIMUM DISRUPTION OF INSTRUCTION.

- CITY-WIDE MEETINGS MAY BE HELD ON SCHOOL TIME IF THE FOLLOWING GUIDELINES ARE ADHERED TO:

  A. THE MEETING AGENDA IS SUBMITTED IN ADVANCE TO THE EXECUTIVE DIRECTOR, DIVISION OF HIGH SCHOOLS.

  B. THE AGENDA INDICATES BOTH THAT THE MEETING IS BEING HELD FOR BOARD OF EDUCATION PURPOSES, AND THAT A DESIGNATED REPRESENTATIVE OF THE EXECUTIVE DIRECTOR OF THE DIVISION OF HIGH SCHOOLS OR THE DIVISION OF CURRICULUM AND INSTRUCTION WILL BE PRESENT.

  C. THE MEETING HAS THE SIGNED APPROVAL OF THE EXECUTIVE DIRECTOR, DIVISION OF HIGH SCHOOLS.

- THE APPROPRIATE SUPERINTENDENT WILL SERVE AS THE APPROVING AUTHORITY FOR MEETINGS WHICH ARE ONLY BOROUGH-WIDE.

- THIS POLICY BECOMES FULLY EFFECTIVE ON NOVEMBER 2, 1981.

## 7.11 HOMEROOM ASSIGNMENTS AND CLASSROOM COVERAGES FOR CHAPTER I AND PSEN TEACHERS
(H.S. MEMO #89, DATED APRIL 5, 1983) RE: MODIFICATIONS TO H.S. MEMO #22, DATED OCTOBER 4, 1982)

### HOMEROOMS

CHAPTER I AND PSEN TEACHERS MAY NOT BE ASSIGNED TO HOMEROOMS.

### SUBJECT CLASS COVERAGES

IN GENERAL, A SUBSTITUTE TEACHER SHOULD BE EMPLOYED TO COVER SUBJECT CLASSES OR OCCASIONALLY ABSENT TEACHERS. WHERE A SUBSTITUTE TEACHER CANNOT BE OBTAINED, TEACHERS MAY BE ASSIGNED TO COVER SUBJECT CLASSES DURING THE PREPARATION PERIOD OR DURING AN ADMINISTRATIVE PERIOD IN WHICH THEY ARE RELIEVED. TO THE EXTEND POSSIBLE THESE ASSIGNMENTS SHOULD BE MADE ON A ROTATING BASIS.

### CHAPTER I TEACHERS AND SUBJECT CLASS COVERAGES

- WHEREVER POSSIBLE, CHAPTER I TEACHERS SHOULD BE ASSIGNED TO PROVIDE CLASSROOM COVERAGE FOR CHAPTER I TEACHERS. IT IS RECOGNIZED THAT THIS MAY RESULT IN A TEMPORARY IMBALANCE IN THE NUMBERS OF SUBJECT CLASS COVERAGES PROVIDED BY CHAPTER I TEACHERS.

- WHERE IT BECOMES NECESSARY TO ASSIGN CHAPTER I TEACHERS TO PROVIDE SUBJECT CLASS COVERAGES FOR PSEN AND TAX LEVY TEACHERS, CAREFUL RECORDS SHOULD BE MAINTAINED.

PSEN AND TAX LEVY TEACHERS

- WHEREVER POSSIBLE, PSEN AND TAX LEVY TEACHERS SHOULD BE ASSIGNED TO PROVIDE CLASS COVERAGE FOR PSEN AND TAX LEVY TEACHERS.

- WHERE IT BECOMES NECESSARY TO ASSIGN PSEN AND TAX LEVY TEACHERS TO PROVIDE SUBJECT CLASS COVERAGES FOR CHAPTER I TEACHERS, CAREFUL RECORDS SHOULD BE MAINTAINED.

A ONE TIME JOURNAL ENTRY PROCEDURE WILL TAKE PLACE IN MAY WHICH WILL TRANSFER FUNDS TO APPROPRIATE TAX LEVY AND REIMBURSABLE BUDGET LINES PRIOR TO THE END OF THE YEAR. A FORTHCOMING CIRCULAR WILL DESCRIBE THIS IN DETAIL.

QUESTIONS INVOLVING THIS MEMORANDUM SHOULD BE DIRECTED TO DR. NANCY SCOTT, DIRECTOR, OFFICE OF HIGH SCHOOL PROJECTS, TELEPHONE NUMBER 596-7564.

# 8 MANAGEMENT BY OBJECTIVES

## 8.1 MANAGEMENT BY OBJECTIVES

(H.S. MEMORANDUM #111, DATED JUNE 1, 1979)

THE HIGH SCHOOL DIVISION HAS IMPLEMENTED A MANAGEMENT SYSTEM WITH TWO COMPONENTS: PLANNING AND ACCOUNTABILITY.

- PURPOSE

THE MANAGEMENT SYSTEM IS DESIGNED TO ASSIST ALL ADMINISTRATORS IN PLANNING SCHOOL IMPROVEMENTS BASED ON INFORMATION. THE PLANNING PROCESS IS A CRUCIAL ENDEAVOR IF WE ARE TO IMPROVE THE EDUCATION WE ARE DELIVERING TO STUDENTS. PLANNING BASED ON A SYSTEMATIC STUDY OF PERFORMANCE DATA IS LOGICAL AND PURPOSEFUL. THE MANAGEMENT SYSTEM IS ALSO DESIGNED TO ASSIST SUPERVISORS IN HELPING THEIR SUBORDINATES IMPROVE THEIR PERFORMANCE THROUGH A SYSTEMATIC PROCESS OF ACCOUNTABILITY. AS EDUCATORS IN A TIME OF DECLINING RESOURCES AND DIFFICULT EDUCATIONAL PROBLEMS WE MUST IMPROVE OUR OWN PERFORMANCE CONTINUALLY THROUGH EXPERIMENTATION AND APPRAISAL. THIS WILL HAPPEN MOST EFFECTIVELY WITHIN A PROFESSIONAL RELATIONSHIP BETWEEN SUPERVISORS AND SUBORDINATES ON ALL LEVELS OF THE HIGH SCHOOL DIVISION. ACCOUNTABILITY IS NOT A NEW ACTIVITY; RATHER IT IS A TOOL TO BE UTILIZED IN CONTINUING TO FORCEFULLY IMPROVE AND MAKE WIDESPREAD METHODS OF GOOD SUPERVISION.

- GOALS

THE GOALS OF THE HIGH SCHOOL DIVISION, AS WELL AS OBJECTIVES TO MEET THESE GOALS, ARE DEVELOPED THROUGH DIALOGUES AMONG SUPERINTENDENTS, PRINCIPALS AND DIVISION PERSONNEL. THESE GOALS ARE NOT TO SUPPLANT THOSE OF THE HIGH SCHOOLS, BUT RATHER TO SERVE AS A BASE FOR ALL SCHOOLS AND TO AUGMENT EACH SCHOOL'S PERSONAL GOALS.

- THE PLANNING PROCESS

THE BOROUGH SUPERINTENDENTS INSTRUCT THEIR PRINCIPALS ON THE METHODS AND CALENDAR FOR SETTING GOALS AND OBJECTIVES IN THE SCHOOLS. ALL PRINCIPALS ARE EXPECTED TO UTILIZE THE BEST AVAILABLE DATA - INCLUDING SELECTED ASPECTS OF THE SCHOOL PROFILE, QUANTATIVE DATA ALREADY IN THE SCHOOL SUBJECTIVE (PERCEPTUAL OR ATTITUDINAL) DATA IN THE SETTING OF GOALS AND OBJECTIVES FOR THE SCHOOL. MAXIMUM FEASIBLE INVOLVEMENT BY CHAIRMAN, A.P.'S TEACHERS, COUNSELORS, OTHER STAFF IN THE SCHOOL STUDENTS, PARENTS AND COMMUNITY REPRESENTATIVES IS TO BE INCLUDED, ALSO.

- ACCOUNTABILITY

PRINCIPALS WILL BE HELD ACCOUNTABLE FOR OBJECTIVE DEMONSTRATION OF MOVEMENT TOWARD THE ACCOMPLISHMENTS OF GOALS AND OBJECTIVES, AS WELL AS FOR SUBJECTIVE INDICATION OF EDUCATIONAL LEADERSHIP.

## 8.2 STREAMLINING THE MBO SYSTEM

(H.S. MEMORANDUM #51, DATED JANUARY 5, 1981)

FOR THE 1983-84 SCHOOL YEAR, THE FOLLOWING PLANNING SYSTEM IS IN EFFECT.

- GOALS
  - TWO SPECIFIC GOALS WHICH ARE PRIORITIES OF THE HIGH SCHOOL DIVISION ARE REQUIRED.
  - SUPERINTENDENT MAY REQUIRE ONE ADDITIONAL GOAL.
  - PRINCIPALS MAY CHOOSE TO ADD OTHER GOALS TO DEAL WITH SPECIFIC PROBLEMS OF THEIR SCHOOLS.
  - GOALS MAY BE ONGOING FOR A COUPLE OF YEARS.
  - A WELL WRITTEN OBJECTIVE OR STRATEGY SPECIFIES EXACTLY WHAT THE OUTCOME WILL BE. THUS A STATEMENT REGARDING EVIDENCE OF ACCOMPLISHMENT IS UNNECESSARY.
- PLANS
  - COMPLETED PLANS TO MEET THESE GOALS ARE SUBMITTED BY EACH PRINCIPAL TO TO THE BOROUGH SUPERINTENDENT FOR APPROVAL OR REVISION.
  - THE SUBMISSION OF DATA BASE AND GOALS SEPARATELY HAS BEEN ELIMINATED.
  - THOUGH GOALS MAY BE ONGOING, PLANS ARE TO ADDRESS PROJECTED OUTCOMES FOR A ONE YEAR PERIOD.

# 9 BUDGET AND SCHOOL MANAGEMENT

## 9.1 INSURING PROPER SCHOOL CONTROLS OVER MATTERS RELATED TO OTHER THAN PERSONAL SERVICE

(H.S. Memorandum #14, dated September 26, 1980)

The following recommendations made by the Office of Auditor General concerning OTPS matters are to be followed.

| Recommendations | Reference |
|---|---|
| Upon receipt of new equipment, inventory cards should be prepared and should include all pertinent data. | High School Memorandum #92, dated May 21, 1980 |
| Inventory cards should be prepared and maintained for all textbooks. | High School Memorandum #67, dated February 29, 1980 |
| Central equipment inventory record should be maintained. | High School Memorandum #92, dated May 21, 1980 |
| Imprest funds should be reconciled with the High School Division cash receipts. | Operational Memorandum #44, dated March 14, 1980 |
| An individual, other than the person performing bank account reconciliations, should be made responsible for the issuance of checks and the handling and recording of cash transactions. | Operational Memorandum #5, dated August 18, 1980 |
| School officials should conform to BOE guidelines with regard to bill-splitting | Standard Operating Procedures for Financial |
| The need for unused equipment and textbooks should be determined. Unnecessary items should be disposed of properly. | High School Memorandum #92, dated May 21, 1980 |
| A separate account should be established solely for imprest funds. | Operational Memorandum #9, dated September 6, 1979 |

## 9.2 TELEPHONE BUDGET INFORMATION

(H.S. Memorandum #87, dated May 7, 1980)
(H.S. Memorandum #3, dated August 25, 1980)

- The OTPS formula includes funds budgeted for telephone services. These funds will be part of each school's overall OTPS allotment and must be scheduled. Each school will be financially responsible for all telephone expenses including charges arising from equipment changes.

Schools that spend less than their telephone allocation may redistribute the excess to other needs. Schools that exceed their allocation will be required to schedule funds (fractions of units) from other school services and/or implement cost-saving measures.

- Procedures re: Bills

The school is to prepare a purchase order listing the New York Telephone Company as the vendor and send it to the High School OTPS Office. All telephone numbers are to be charged against the purchase order and should be listed on the document. The purchase order should be charged to object code 402 (telephones) and should contain sufficient funds to cover the year's bills. The OTPS Office will accept change notices to increase/decrease the value of the purchase order as required.

When the school receives its monthly telephone bill, school personnel should check the accuracy of all charges/credits contained therein. Be certain that the amount billed is the amount actually due the telephone company. The Board of Education does not pay for the following items and schools should arrange for such charges to be credited to the next bill:

- Third party calls or telegrams billed to the school number.
- Overseas calls.
- Long distance misconnections (wrong numbers).

Once the accuracy of the bill is verified, the following items must be sent to the OTPS Office, to initiate payments:

- The telephone bill in duplicate
- The computerized payment cards
- A long-distance log sheet
- A form OD 14
- A photocopy of the purchase order.

Personal calls may not be made on Board of Education telephones except in cases of extreme emergency. A personal check payable to the Administrator of Business Affairs should accompany the telephone bill for all personal calls. This should not be construed as permission to place personal calls as long as payment is made. Principals are expected to initiate appropriate disciplinary measures in cases of telephone misuse.

- EQUIPMENT/SERVICE CHANGES

SCHOOLS MAY MAKE CHANGES IN TELEPHONE SERVICES/EQUIPMENT PROVIDED THAT THE PRINCIPAL UNDERSTANDS THAT ALL CHARGES ARISING FROM SUCH CHANGES ARE TO BE BORNE BY THE SCHOOL. SCHOOLS MUST PREPARE A LETTER TO THE TELEPHONE COMPANY AND FORWARD IT TO THE APPROPRIATE AREA SUPERINTENDENT FOR APPROVAL. UPON APPROVAL, THE SUPERINTENDENT WILL FORWARD THE REQUEST TO 110 LIVINGSTON STREET, ROOM 818, FOR FINAL APPROVAL AND TRANSMITTAL TO THE TELEPHONE COMPANY.

- COST CONTROL

THE HIGH SCHOOL DIVISION IS COMMITTED TO REDUCING THE COSTS OF TELEPHONES THROUGHOUT THE HIGH SCHOOLS. SCHOOL PERSONNEL ARE ENCOURAGED TO SHARE COST-SAVING IDEAS AMONG THE SCHOOLS. IF YOUR SCHOOL HAS HAD SUCCESS IN CURBING TELEPHONE USAGE AND YOU FEEL THE METHOD IS APPLICABLE TO OTHER LOCATIONS, PLEASE ADVISE THE OTPS OFFICE IN WRITING, AND THEY WILL CIRCULATE YOUR PROCEDURES AMONG THE VARIOUS HIGH SCHOOLS.

## 9.3 GENERAL ORGANIZATION FINANCIAL RECORDS
(H.S. MEMORANDUM #50, DATED 1-11-79)

THE TEACHERS RESPONSIBLE FOR THE FINANCIAL RECORDS OF THE GENERAL ORGANIZATION SHOULD BE AWARE OF THE REGULATIONS FROM CIRCULAR NO. 1, 1975-76 AND SPECIAL CIRCULAR NO. 16, 1963-64. THESE REGULATIONS AFFECT THE COLLECTION OF MONEY FROM STUDENTS.

FUND RAISING ACTIVITIES WHICH INVOLVE THE CHILDREN DURING SCHOOL HOURS, EXCLUSIVE OF THE SCHOOL SALE OF CRACKERS, MILK, REFRESHMENTS AND PUBLICATIONS, AND THE COLLECTION OF G.O. DUES, SHOULD BE LIMITED TO A MAXIMUM OF ONE PER YEAR TO BE CONDUCTED BY THE SCHOOL AND TWO PER YEAR TO BE CONDUCTED BY THE PARENTS ASSOCIATION. THIS IS INDICATED IN THE BOOKLET, "PARENTS ASSOCIATIONS AND THE SCHOOLS."

PROCEEDS FROM SCHOOL-SPONSORED FUND-RAISING ACTIVITIES ACCRUE TO THE SCHOOL'S TREASURY; PROCEEDS FROM PARENT-SPONSORED FUND-RAISING ACTIVITIES ACCRUE TO THE PARENT ASSOCIATION TREASURY.

COMMERCIAL PHOTOGRAPHY

- THE DECISION AS TO WHETHER THIS FUND-RAISING DEVICE IS TO BE USED IN THE SCHOOL RESTS WITH THE PRINCIPAL AFTER CONSULTATION WITH THE EXECUTIVE BOARD OF THE PARENT ASSOCIATION.
- THE SELECTION OF THE PHOTOGRAPHER IS THE RESPONSIBILITY OF THE EXECUTIVE BOARD OF THE PARENT ASSOCIATION WITH THE CONSENT OF THE PRINCIPAL. THE CONTRACT IS SIGNED BY THE PARENT ASSOCIATION.

- The money from this project is placed in the treasury of the parent association to be used for the benefit of the children in the school.

- The consent slip must be in the principal's office for every child who is photographed. This consent slip should explain the reason for the project and should give the costs of the photographs. No child is to be photographed without his parent's consent. Similar procedures are to be followed for group pictures.

In conformance with the By-Laws, rules and regulations of the Board of Education, no teacher, parent, or outside agency shall make any collection of money from students unless authorized by the principal.

Under the direction of the principal, a statement shall be prepared and kept on file in the school treasurer's office for inspection by authorized persons giving the nature of the activity, the unit price to be collected, the name of the teacher-in-charge and the principal's approval.

Under the completion of a specific money collection activity, or at the end of term, whichever is earlier, each teacher in charge of a specific activity must submit a signed report to the school treasurer accounting for the total money collected during the period of the activity.

No expenditures shall be made by teachers out of monies collected. Such collection must be paid by the school treasurer in full. Necessary expenditures must be made by the school treasurer by check or petty cash. In the latter case there must be approved bills or vouchers to support the petty cash expenditure.

Materials and textbooks supplied by the Board of Education for use in classes, shops or laboratory shall not under any circumstances be sold, nor shall any charge for them be made to the students. This shall not be construed to prevent the sale to students and/or the public of finished products or projects manufactured in the laboratories or shops, in the routine conduct of such laboratories or shop as part of the regular instructional program. Neither shall this paragraph be construed to prevent the assessment of charges for loss, breakage or damage of shop and laboratory supplies, textbooks and equipment.

## 9.4 TRANSPORTATION SERVICES - AUDIT OF PUPIL ELIGIBILITY

(H.S. Memorandum #59, dated February 10, 1981)

In order to justify the monies received by the N.Y. City Board of Education from the State for transportation, detailed information, i.e., name of pupil, address, carrier and distance from school, must be on file. As prescribed by the New York State Department of Education, each school is required to maintain student transportation records for a period of five (5) years. Although the retention date for the 75/76 school year has passed, this data is still being sought. You are advised to retain all such records until further notice. Inability to provide documentation will be the most substantial factor impacting the amount of disallowance.

For each school year, the transportation files should contain:

- Annual State Aid Survey Form on Pupil Transportation Distances (T-1 Form)

- Copy of the school Transportation Summary Report (T-Form)

- Please note that the school year 1975/76 consists of the two sets of T-1 Forms - the first dated December 16, 1975 and the second, a Supplementary State Aid Survey Form, dated March 1, 1976. Both sets of documents for the 1975/76 school year must be available for audit.

## 9.5 REVISED VALID VERIFIABLE DEFENSE PROCEDURES FOR PARKING VIOLATIONS

(H.S. Memorandum #80, dated March 30, 1981)

The following procedures, as issued by the Parking Violations Bureau became effective March 15, 1981.

- A summons issued to a private car has to be submitted to the Ex-Parte Unit at the Parking Violations Bureau located at 141 East 8th Street, New York, New York, 10003 by the individual owner. A hearing judge will review the summons and explanation and, if dismissed, the summons will be returned directly to the person's home. If found guilty, the judge will indicate the amount of the fine and mail the summons with amount due, back to the individual.

- If a person is found guilty he/she pays the fine and then files an appeal form, if he/she so desires. The Appeal Board will send the person an appointment date at which time the individual will sit with a three judge panel to decide if an appeal can be accepted. If the fine is going to be paid, the person can send in the fine or bring it to the Parking Violations Bureau.

- Please do not send any summons for parking violations to the Division of High Schools for processing.

# 10 PLANT MANAGEMENT

## 10.1 BUILDING MAINTENANCE AND REPAIR

(H.S. Memorandum #12, dated September 13, 1979)

- The major responsibility for building repairs rests with the school custodian who, by virtue of his title and experience, is best qualified to deal with this aspect of school operation.

- The Custodian's Manual (Section VI and VII) makes it very clear that he is directly responsible for all minor repairs, and for the submission of PO-18 requests for more extensive repairs to his District Supervisor for approval.

  If, in the judgement of the District Supervisor, the work requested should be done by the Custodian, he indicates that and returns the PO-18. If the request is approved, the District Supervisor forwards it to the Area Maintenance Manager for the Borough. The Area Manager will either assign the request to a trade foreman if the work is not too extensive or he will institute procedures to have a Specification prepared. If there is a reason that the work cannot be done; nor funds, low priority, etc., the PO-18 request is returned to the District Supervisor with a notation.

  In the event the District Supervisor is unsuccessful in getting necessary repairs completed, the Principal should contact the District Supervisor to arrange a meeting with the Bureau of Maintenance to establish priority emergency needs. Delays can be caused by lack of funds, engineering surveys, or a low priority. Higher priorities are always given to repairs which affect health and safety and to correct violations.

  The Principal should accompany the inspector and the Custodian on the Maintenance Inventory Inspection which is conducted each year to ascertain the maintenance needs of each school building.

  In any case, the maintenance of the building is the direct responsibility of the Custodian and his supervisors.

- To assure the maintenance of a safe, viable school environment the Principal would be well advised to maintain frequent contact and follow-up with the Custodian, the District Supervisor, The Borough Supervisor of Custodians and the Area Maintenance Manager regarding these matters.

## 10.2 EXTENDED USE OF SCHOOL FACILITIES
(Special Circular #4 1978-79)

### 10.2.1 REGULATIONS GOVERNING THE EXTENDED USE OF SCHOOL FACILITIES

### School Facilities

- The use of school facilities must be in accord with New York State Law and Board of Education policies.
- Every group must have a permit to use a school building.
- Applicants are responsible for adhering to all Board of Education regulations concerning the extended use of school buildings.
- The primary use of school facilities will be for school and Board of Education programs.
- Next in priority will be the use of facilities for community youth and adult group activities.
- The facilities may also be used:
  - for the purpose of instruction in any branch of education, learning or the arts.
  - for social, civic and recreational meetings and entertainment, and other uses pertaining to the welfare of the community. Such uses shall be non-exclusive and open to the general public.
  - for meetings, entertainments and occasions where admission fees are charged (donations solicited or fund raising engaged in) but the proceeds from such uses may not utilized for the benefit of the applicant organizaqtion, and must be donated to a recognized charity or educational institution that is neigher wholly nor in part affiliated with a religious denomination or an exclusive society.
  - for discussion of election issues if all parties have been invited to participate.
  - for polling places, for holding primaries and elections, and for the registration of voter.
- State or Federally Funded programs requesting space must secure a written statement from the sponsoring agency indicating that the specific amount of money has been allocated in their budget for the use of the school building.

- INTOXICATING SUBSTANCES CANNOT BE BROUGHT TO OR CONSUMED IN THE SCHOOL OR ON SCHOOL PROPERTY.
- THE SELLING OF REFRESHMENTS IS FORBIDDEN UNLESS SPECIFICALLY APPROVED ON THE PERMIT.
- RESPONSIBLE ADULTS MUST BE IN ATTENDANCE AT ALL TIMES WHEN YOUTH GROUPS ARE USING THE FACILITIES.
- WHEN SHOP ROOMS, HOME ECONOMIC ROOMS, AND SIMILAR ROOMS WITH SPECIAL EQUIPMENT ARE REQUIRED, A QUALIFIED, LICENSED NEW YORK CITY BOARD OF EDUCATION TEACHER MUST BE ASSIGNED.
- AN OFFICE OF SCHOOL FOOD SERVICES EMPLOYEE MUST BE PRESENT IF KITCHEN EQUIPMENT IS USED IN THE PREPARATION OF FOOD.
- PRIOR APPROVAL OF THE PRINCIPAL MUST BE OBTAINED IN WRITING AND ATTACHED TO THE PERMIT APPLICATION FOR THE USE OF AUDIOVISUAL EQUIPMENT, PUBLIC ADDRESS SYSTEM, STAGE LIGHTING, PIANOS AND SIMILAR ITEMS. ONLY SCHOOL APPOINTED PERSONS MAY OPERATE SCHOOL EQUIPMENT.
- THE APPLICANT'S ORGANIZATION IS RESPONSIBLE FOR ALL COSTS INCURRED FOR PAYING THESE TEACHERS AND EMPLOYEES.
- FOR THE USE OF SWIMMING POOLS ONE BOARD OF EDUCATION LICENSED SWIMMING TEACHER, A RED CROSS CERTIFIED WATER SAFETY INSTRUCTOR OR THEIR EQUIVALENT MUST BE ASSIGNED FOR EVERY TWENTY-FIVE POOL PARTICIPANTS.
- SCUBA DIVING INSTRUCTORS MUST HOLD A LICENSE OF SPECIAL TRAINING. ONE INSTRUCTOR MUST BE PROVIDED FOR EVERY TWENTY-FIVE POOL PARTICIPANTS.
- BOXING IS NOT PERMITTED ON SCHOOL PREMISES.
- GAMBLING IS NOT PERMITTED ON SCHOOL PREMISES.
- EXHIBITS, POSTERS OR MATERIAL SHALL NOT BE DISPLAYED OR DISTRIBUTED ON SCHOOL PROPERTY WITHOUT THE PRIOR WRITTEN APPROVAL OF THE PRINCIPAL.
- NO ORGANIZATION MAY BE ALLOWED TO DISTRIBUTE ON SCHOOL PROPERTY ANY LITERATURE OR MATERIAL WHICH IS DESIGNED TO PROMOTE A RELIGION OR A RELIGIOUS ACTIVITY.
- CLASSROOMS AND OFFICES SHOULD BE LEFT IN THE SAME CONDITION IN WHICH THEY WERE FOUND. DESKS, DISPLAY, PAPERS, ETC. SHOULD NOT BE DISTURBED.

- MASKING TAPE, PLASTIC TAPE AND SIMILAR SUBSTANCES SHOULD NOT BE USED TO AFFIX MATERIALS TO PAINTED SURFACES OR CHALKBOARDS.

- THE NUMBER OF TICKETS SOLD OR THE NUMBER OF PERSONS ADMITTED MUST NOT EXCEED THE CAPACITY OF THE AREA OF THE FIRE REGULATIONS.

- TIPS SHALL BE NEITHER SOLICITED NOR ACCEPTED FROM ANY PERSON HAVING A PERMIT TO USE THE FACILITY. PAYMENT TO THE CUSTODIAL STAFF WILL BE MADE ONLY BY THE BOARD OF EDUCATION.

- ATHLETIC FIELDS, GYMNASIUMS, AUDITORIUMS, SWIMMIMG POOLS AND OTHER LARGE AREAS SHALL NOT BE SCHEDULED IN A WAY THAT CREATES AN UNREASONABLE RESTRICTION OF USE BY OTHERS.

- THOSE PARTICIPATING IN AN ATHLETIC ACTIVITY IN THE GYMNASIUM MUST WEAR SNEAKERS. STREET SHOES, RUBBERS, BARE FEET, AND SOCKS ARE FORBIDDEN.

- A SCHOOL OR INSTITUTION OF LEARNING WHOLLY OR IN PART UNDER THE CONTROL OR DIRECTION OF ANY RELIGIOUS DENOMINATION, OR IN WHICH ANY DENOMINATIONAL TENET IS TAUGHT, MAY NOT BE PERMITTED TO USE PUBLIC SCHOOL PROPERTY.

- PERMITS CANNOT BE EXTENDED BEYOND MIDNIGHT UNLESS SPECIAL PERMISSION HAS BEEN GRANTED BY THE SCHOOL SUPERINTENDENT.

### 10.2.2 INFORMATION, PERMITS AND FEES RE: EXTENDED USE

(H.S. MEMORANDUM #41, DATED DECEMBER 22, 1978
#10, DATED SEPTEMBER 10, 1979
#48, DATED JANUARY 7, 1980
#5, DATED AUGUST 20, 1980

- GENERAL INFORMATION

HIGH SCHOOL MEMORANDUM #92, DATED APRIL 17, 1978 IS NO LONGER IN EFFECT.

SCHOOLS ARE URGED TO MAKE EVERY EFFORT TO PIGGY-BACK EXTRACURRICULAR ACTIVITIES ON THE USE OF HIGH SCHOOLS BY OUTSIDE ORGANIZATIONS, YOUTH BOARD PROGRAMS, AND PUBLIC SCHOOL ATHLETIC LEAGUE (P.S.A.L) ACTIVITIES.

- PERMIT LIAISON PERSON

EACH PRINCIPAL IS TO SELECT A STAFF PERSON TO ASSIST IN REVIEWING THE SCHOOL'S PERMITS. THAT PERSON SHALL:

- KEEP STRICT ACCOUNT OF PERMIT REGULATIONS AND LIMITATIONS

- CHECK EACH PERMIT AND CUSTODIAL SPACE SHEET TO ASSURE THAT THE SPACE REQUESTED AND USED FOR SCHOOL ACTIVITIES FALLS WITHIN THEIR GUIDELINES.
- THE CUSTODIAL SPACE SHEET IS THE FORM THROUGH WHICH PAYMENT IS MADE FOR THE USE OF SCHOOL FACILITIES, AND SHOULD BE CAREFULLY EXAMINED FOR ACCURACY BEFORE IT IS SIGNED.

THE OFFICE OF LEGAL SERVICES OF THE BOARD OF EDUCATION HAS RULED THAT "IT IS IMPROPER FOR 'FLEA MARKET' ARRANGEMENTS AND IT IS CONTRARY TO SECTION 414 OF THE EDUCATION LAW . . ."

- OPENING FEES

THE DIVISION OF HIGH SCHOOLS WILL PAY BOTH THE OPENING AND SPACE CHARGES FOR PSAL, G.O. OF S.O. STUDENT ACTIVITIES, WHETHER OR NOT THERE ARE ADMISSION CHARGES.

FUNDS ARE NO LONGER AVAILABLE TO WAIVE THE SCHOOL OPENING FEES FOR COMMUNITY GROUPS. OPENING SPACE COSTS WILL NOW BE REQUIRED FOR ALL COMMUNITY GROUPS' USE OF THE SCHOOL BUILDING BEYOND THE REGULAR SCHOOL DAY OR ON WEEKENDS.

- PERMITS

THE ONLY BLANKET PERMITS THAT WILL BE ACCEPTED WILL BE FOR ATHLETIC PROGRAMS. THESE BLANKET ATHLETIC PERMITS WILL HAVE A FOUR MONTH TIME LIMIT; I.E., A SEPARATE PERMIT MUST BE FILED FOR SEPTEMBER THROUGH JANUARY 31, AND ANOTHER PERMIT FOR THE FEBRUARY THROUGH JUNE 30 PERIOD.

WHEN THE OPENING FEE IS NOT CHARGED ON A PERMIT, THE NUMBER OF THE PERMIT ON WHICH THE PIGGY-BACKING IS TAKING PLACE AND THE NAME OF THE ORGANIZATION PAYING THE OPENING CHARGE MUST BE INDICATED.

PERMITS CANNOT BE EXTENDED BEYOND MIDNIGHT UNLESS SPECIAL PERMISSION HAS BEEN GRANTED BY THE HIGH SCHOOL SUPERINTENDENT.

WHEN RELIGIOUS ORGANIZATIONS ARE USING THE HIGH SCHOOLS FOR FUND-RAISING PURPOSES, THE REQUIRED DONEE LETTER SHOULD BE SPECIFIC ABOUT THE NON-SECTARIAN USES TO WHICH THE PROFITS WILL BE APPLIED.

SPECIAL CIRCULAR NO. 4 REQUIRES THAT PERMIT APPLICATIONS MUST BE SUB-SUBMITTED AT LEAST 3 WEEKS BEFORE THE DATE BEING REQUESTED. PERMITS SHOULD NEVER BE SUBMITTED AFTER THE EVENT HAS TAKEN PLACE.

YOUTH GROUPS AND LOCAL ADULT GROUPS ARE CHARGED THE LOWER FEE SCHEDULE. CUSTODIANS SHOULD INDICATE (IN SECTION 5 ON THE PERMIT) IF THE APPLICANT ORGANIZATION IS A YOUTH GROUP OR LOCAL ADULT GROUP.

## 10.3 REGULATIONS FOR THE COMMUNITY USE OF HIGH SCHOOL SWIMMING POOLS
(H.S. MEMORANDUM #71, DATED FEBRUARY 23, 1981)

- LIMITATIONS ON USE

THERE IS A LIMIT OF 40 PERSONS IN THE SWIMMING POOL AT ANY ONE TIME.

NO ONE CAN USE THE POOL WHO IS NOT HEAD AND SHOULDERS ABOVE THE WATER AT THE SHALLOW END OF THE POOL.

- SUPERVISION REQUIREMENTS

ONLY LICENSED BOARD OF EDUCATION TEACHERS OF SWIMMING OR CERTIFIED TEACHERS WITH CURRENT AMERICAN RED CROSS WATER SAFETY INSTRUCTORS' CERTIFICATES MAY BE ASSIGNED TO SUPERVISE SWIMMING ACTIVITIES. PLEASE NOTE THAT:

- WATER SAFETY INSTRUCTORS' CERTIFICATES MUST BE RENEWED EVERY TWO YEARS.
- RED CROSS LIFE SAVING CERTIFICATES ARE NOT ACCEPTABLE.
- IN SECTION B, ON THE BACK OF THE PERMIT, THE FOLLOWING INFORMATION ABOUT THE SUPERVISION MUST BE INDICATED:
  - NAME OF TEACHERS
  - SUBJECT AREA
  - DAY SCHOOL
  - FILE NUMBER
  - EXPIRATION DATE OF W.S.I. CERTIFICATE

THERE MUST ALWAYS BE TWO SUCH TEACHERS PRESENT IN THE POOL FOR EVERY 25 TO 40 SWIMMERS.

IF ONE OF THE ASSIGNED SWIMMING TEACHERS IS ABSENT, THE POOL MUST BE LIMITED TO 25 PARTICIPANTS AND ANOTHER LICENSED OR CERTIFIED TEACHER MUST BE PRESENT TO ASSIST THE SWIMMING TEACHER.

It is the policy of the New York City Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, or sex in its educational programs, activities, and employment policies, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Carol M. Poteat, Local Equal Opportunity Coordinator, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201; Lynette V. Tucker, Director, Office of Equal Opportunity, 110 Livingston Street, Brooklyn, New York 11201; or to the Director of the Office for Civil Rights, Department of Health and Human Services, Washington, D.C. 20201.

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